DOCUMENT RESUME

ED 294 395 EC 202 566

AUTHOR	Cowan, Nancy
TITLE	Preparing for Work: Student Workbook and Teacher Guide.
INSTITUTION	Gallaudet Coll., Washington, D.C. Pre-College Programs.; Model Secondary School for the Deaf, Washington, D.C.
PUB DATE	86
NOTE	269p.
AVAILABLE FROM	Gallaudet University, Pre-Collge Programs, 800 Florida Ave., N.E., Washington, DC 20002 ($12.95 workbook, $4.95 teacher guide).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Development; *Deafness; Education Work Relationship; Employment Interviews; Employment Opportunities; Job Application; *Job Search Methods; Resumes (Personal); Secondary Education; *Self Evaluation (Individuals); Student Evaluation; *Teaching Methods; *Vocational Education

ABSTRACT

This student workbook aims to prepare deaf high school students for work by assisting them in the job search process. The book begins with an evaluation of the many reasons why people work, the steps involved in searching for a job, and a self-administered rating scale for job search readiness. A chapter on personalizing the job search focuses on self-analysis in such areas as school subjects, activities and hobbies, work activities, physical demands, working conditions, aptitudes, habits, personality characteristics, and values. Such self-analysis should lead to a personal career goal and a list of potential jobs. The following chapters describe how to: locate sources of employment information, develop a list of potential employers, develop a resume, write employment letters, complete application forms, and interview effectively. The final chapter deals with accepting the job and beginning work, explaining the importance of company policies and regulations, time cards, life insurance forms, and employer and employee responsibilities. The workbook contains self-evaluation forms, hypothetical situations for discussion, role playing activities, and other learning activities. An accompanying teacher's guide outlines course objectives, course requirements, and concepts to emphasize in classroom discussion of each workbook chapter. (JDD)

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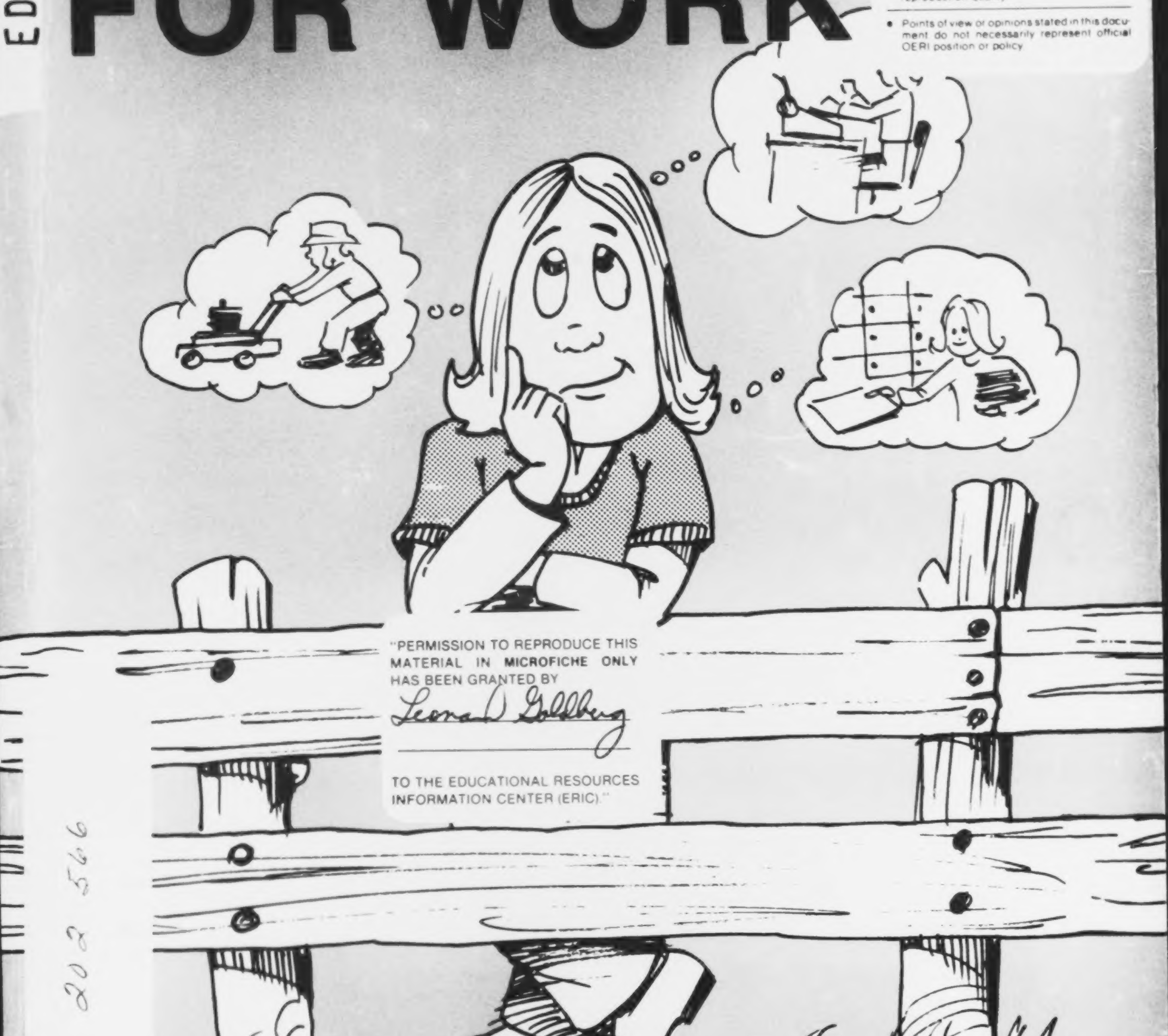

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PREPARING FOR WORK

Student Workbook

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PREPARING FOR WORK

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COURSE OBJECTIVES AND REQUIREMENTS

Welcome to the job search! This course, Preparation for Work, is designed to meet several objectives. During the semester, you will:

1. Put together and revise your employment portfolio.
2. Design a job search plan that fills your own needs.
3. Evaluate your readiness for employment, and the readiness of other people in your class.
4. Review and modify your individual career plan.
5. Discuss various issues that may affect your life and your career plans.

The requirements of the the course are all designed to help you search for, find, and do well in a job. In order to finish the course satisfactorily, you will be expected to:

1. Read and review all the material in this book, Chapters I through VIII, plus any other activities assigned by your teacher.
2. Design and complete an up-to-date resumé and make 15 clear copies. Keep the original and copies in your employment portfolio.
3. Develop an appropriate sample application letter to send to potential employees with your resumé. The letter should tell more about yourself and request an interview.

   Have your letter checked for form, spelling, and grammar. Type a good copy of the sample letter and keep it in your employment portfolio.
4. Develop a list of at least 10 possible employers for either summer jobs or part-time work during the school year. Be sure you have the name, full address, and telephone number of each company, and a contact person, if possible.
5. Using your sample letter and your prospective employer list, type 10 letters to apply for jobs. Also type envelopes and enclose a copy of your resumé for each letter. Give the letters, resumés, and envelopes to your teacher to check and mail.

6. Complete sample applications and tax forms to keep in your employment portfolio. Then you will be ready with all the information you need when you go for interviews.

7. Practice interview skills in class.

8. As you receive responses from your application letters, follow up each one carefully. This may involve some or all of the following steps.

   - Fill out application forms and send them back.
   - Call to set up an interview.
   - Call or write in response to a request for more information.
   - Keep appointments with employers at specified times.
   - File all response letters and copies of any other correspondence in your employment portfolio.

9. Share any responses to your application letters, interviews, and job offers with the class.

10. Develop an individual career plan that you can change as needed throughout your life, and use as a basis for all your future employment activities.

How to Use This Book

1. Each chapter will be introduced to the class through discussion and explanation. New material in the chapter will be related to the work you have already done and the chapters coming up next.

2. Your teacher will go through the chapter to explain the material, review the vocabulary, and let the class know what will be happening.

3. Your teacher will tell the class what will be expected of you during the chapter.

4. You will have a chance to discuss your own experiences related to the material covered in the chapter--either school courses or outside work experience.

5. You will be able to work in teams or pairs with other students, and should ask for explanations or extra help from the teacher when you need it.

6. Time will be scheduled for group activities, class discussions, and reports on outside work. It is important to share your thoughts and experiences with the rest of the class. Learning to cooperate with others is good practice for getting along on the job.

7. After finishing the work for each chapter, the class will have time to review the material covered in the book and in class discussions. There will be a review quiz at the end of each chapter.

Chapter 1

The Job Search

CHAPTER I. THE JOB SEARCH

When students graduate from high school:

1. They may get jobs and begin working full time.
2. They may get additional training or education and work part time.
3. They may go to schools or training programs before they work.
4. They may travel or take time off for a while.

But whatever students do immediately after graduation, eventually they will all look for jobs.

Most adults work outside the home at some time during their lives. The number of people in the workforce is increasing all the time. It is predicted that by 1990 more than 75 percent of all families will have both husband and wife working. (Cetron, 1984)

Most people will look for jobs more than once in their lives. Few adults will get a job after finishing school and stay in that job until they retire. Predictions are that future workers will change careers every 10 years. They will usually get some retraining before entering different jobs. (Centron, 1984; U.S. News and World Report, 1983)

You may have worked part time during school--babysitting, delivering newspapers, working in a restaurant, working in the school library, or volunteering at school or at home. you may have worked full time in the summer--lawn work, office work, restaurant work, or in a variety of jobs. If you have worked you know how important it is to enjoy what you are doing. Finding a job that fits you and is enjoyable is a difficult task.

In previous career development courses you should have learned about work and begun to develop employment materials. You may have focused on the kinds of jobs available, your interests, preferences, and aptitudes. You may also have begun an individual career plan. This semester you will finalize your career plan and employment materials as you prepare to leave school and take responsibility for your personal job search. No one else will get jobs for you. It is your responsibility.

When you graduate from high school, will you be prepared to take responsibility for your job search? That is the goal of this course.

WHY PEOPLE WORK

Make a list of reasons why you think people might work. Why have you worked in the past? Why do you think you will work in the future? List as many reasons as you can.

____

____

____

____

____

Many reasons for working are similar to reasons for going to school or participating in other activities. These are personal and social reasons. Some of these reasons are:

RECOGNITION - When you do something worthwhile other people recognize and appreciate your abilities. That is very pleasant.

ACHIEVEMENT - When you do something well you feel good because you are accomplishing something. Achieveing something at work feels as good as working hard and learning something at school.

BELONGING - Most people want to belong to a group--to be part of something. In a job you can be an important part of the work group.

NEED FOR ACTIVITY - People work to have something interesting and varied to do everyday, rather than staying home with nothing to do. You may have worked in the summer because all your friends were working and you would have been bored without something to do.

Other reasons may be less social and personal. Some of these are:

ECONOMIC - You need money to buy necessary things like food, clothing, a home, and a car. It is also important to have money for leisure activities.

EXPERIENCE - You may work to gain experience for a more important job you want in the future.

SCHOOL CREDIT - Sometimes work is required for high school or college credit. Career development work experience credit is required in most high schools, and work experience may be required for some college majors.

There are many reasons for working and many ways to classify them. This list should help you start thinking about work, and why you will want to work in the future.

ACTIVITY: Think about yourself and answer these questions carefully.

1. Did you work before you came to high school?

   _______ Yes _______ No

2. If you answered "yes", why did you work?

3. Have you worked since you started high school--summer or part time during the school year?

   _______ Yes _______ No

4. If you answer "yes", why did you work?

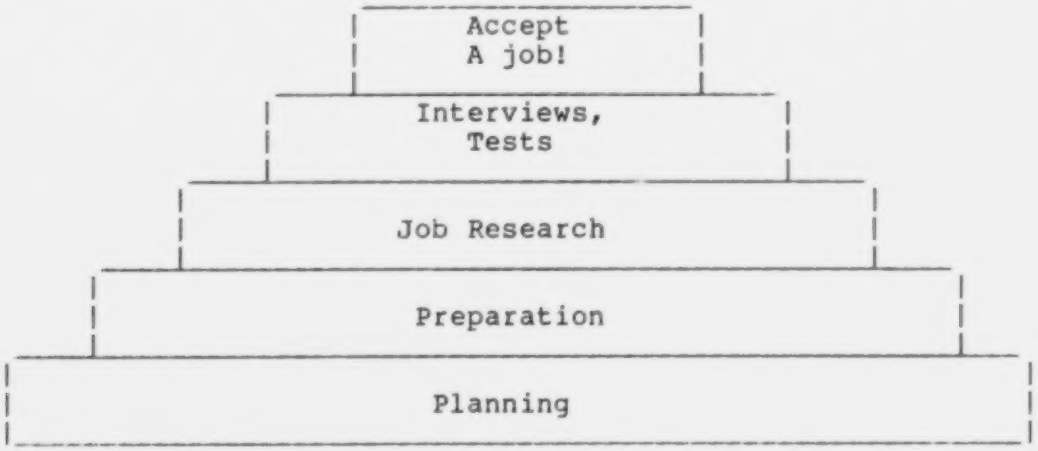
5. When will you be ready to get a permanent job?

6. Why do you think you will need a permanent job?

THE JOB SEARCH PROCESS

A process is a series of actions or operations leading to an end. The job search is a process because it is a series of steps taken to find a job. It is a continuous process throughout life, as people move from one job to another. Each time you look for a new job, you build on what you have done before.

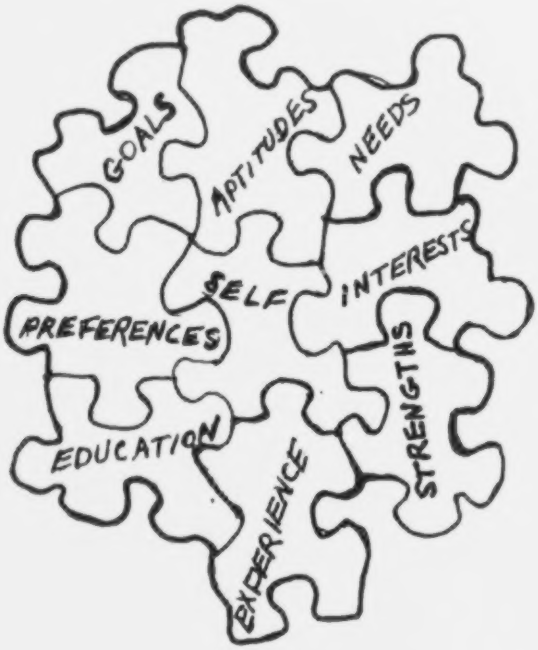
There are many ways to look at the job search process. Some writers see it as a pyramid of activities, with each step built on the one below.


Accept
A job!
Interviews,
Tests
Job Research
Preparation
Planning

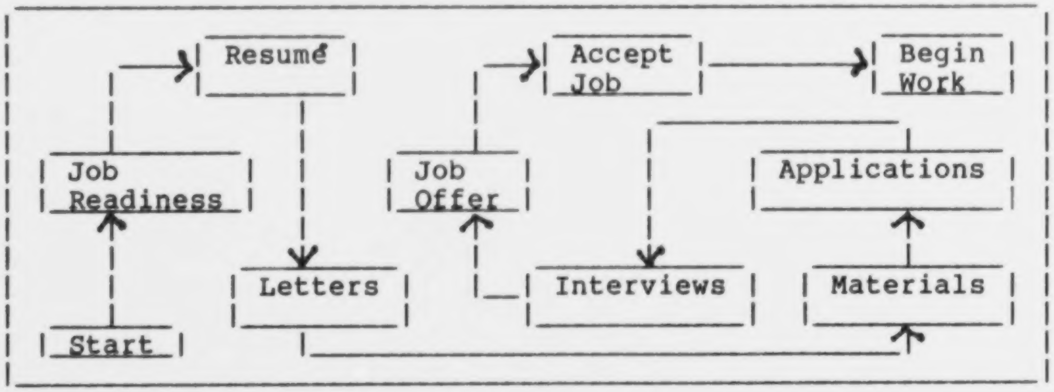
Other writers compare job hunters to detectives looking for clues--like someone trying to solve a mystery.

You may not feel like the scout on page 1, but you will be exploring yourself and the world of work as you start on your personal job search.

Another way to think about the job search is as a puzzle. The searcher has to put the puzzle pieces together.


GOALS
APTITUDES
NEEDS
SELF
INTERESTS
PREFERENCES
STRENGTHS
EDUCATION
EXPERIENCE

You might also think about the job search as a game or a maze. You follow the path in a board game, or you find your way through a maze until you reach your goal--a job!


Start
Job Readiness
Resumé
Letters
Materials
Applications
Interviews
Job Offer
Accept Job
Begin Work

PARTS OF THE JOB SEARCH PROCESS

Many people have written about steps in the job search process. Some have used many steps and others have used only five or six. We will use seven steps. This fits the goal setting steps you have used before.

The steps we will use are:

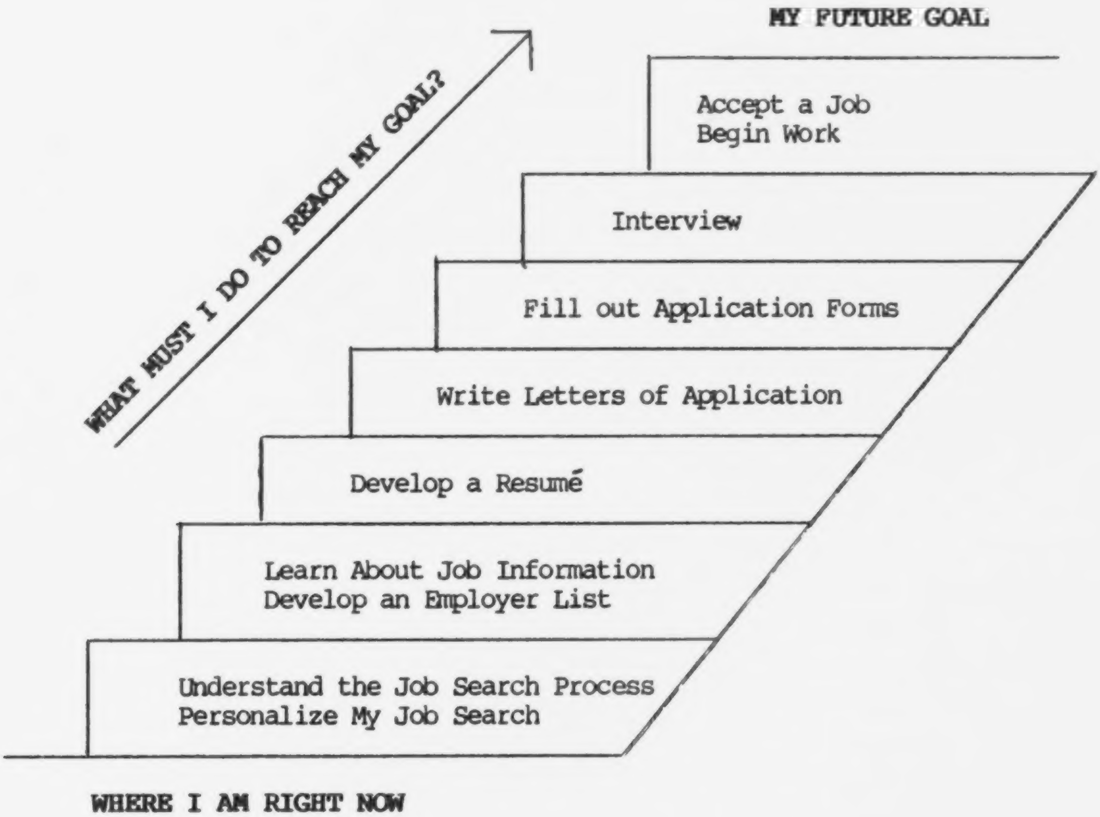
1. Understanding and personalizing the Job Search.
2. Knowing about employment information and developing a possible employer list.
3. Developing a resumé.
4. Writing letters of application.
5. Filling out application and other forms.
6. Interviewing.
7. Accepting a job and beginning work.

Look at the worksheet on the next page with the job search steps filled in.

Each chapter of this workbook will help you to understand one step and prepare to take that step during the semester.

STEPS INVOLVED IN REACHING A GOAL

Name____


MY FUTURE GOAL

WHAT MUST I DO TO REACH MY GOAL?

Accept a Job
Begin Work

Interview

Fill out Application Forms

Write Letters of Application

Develop a Resumé

Learn About Job Information
Develop an Employer List

Understand the Job Search Process
Personalize My Job Search

WHERE I AM RIGHT NOW

The first time you look for a job you will need to go through all of these steps. After the first time, you may be able to eliminate or shorten some steps.

	NOW: First Job Search	LATER: Other Job Searches
1.	Understand the job search process.	Already know the job search process.
	Personalize my job search.	Modify my personalized job search plan.
2.	Learn about employment information.	Already know about employment information.
	Develop an employer list.	Update my employer list, or make a new one.
3.	Develop a resumé.	Update my resumé.
4.	Write letters of application.	write letters of application from the sample letter in my employment portfolio.
5.	Fill out application forms.	Fill out application forms using the information already collected and in my employment portfolio.
6.	Interview.	Interview.
7.	Accept a job.	Accept a job.
	Begin work.	Begin work.

Each time you look for a job the process will become easier:

1. You will understand it better and feel more comfortable with yourself and other people.
2. you will have all the information and materials in your employment portfolio and be ready to use it whenever you need it.

ACTIVITY: Rate yourself on your job search readiness.

Situation: You are preparing to look for a summer job this year. Rate yourself as honestly as you can on each step.

1. Understanding and personalizing the job search.

_______ a. I don't understand the job search process and I have not analyzed myself and the kind of job to look for.

_______ b. I understand the job search process but I have not analyzed myself and the kind of job to look for.

_______ c. I don't understand the job search process, but I have analyzed myself enough to know what kind of job to look for.

_______ d. I understand the job search process and I have analyzed myself and know what kind of job to look for.

2. Knowing about employment information and developing a possible employer list.

_______ a. I don't know about employment information and I have not developed an employer list.

_______ b. I know about employment information but I have not developed an employer list.

_______ c. I don't know about employment information but I have developed an employer list.

_______ d. I know about employment materials and I have developed an employer list of at least 10 places to apply.

3. Developing a resumé.

_______ a. I do not have a resumé.

_______ b. I have an old resumé that needs revision.

_______ c. I have a current resumé, but I am not satisfied with it.

_______ d. I have a current resumé and I am satisfied with it.

4. Writing letters of application.

_______ a. I don't know what to put into a letter of application.

_______ b. I know what to put into a letter of application, but I have not written a sample.

_______ c. I know what to put into a letter of application and I have a sample prepared.

_______ d. I have a good sample letter of application and I am ready to write my 10-15 letters.

5. Filling out applications and other forms.

_______ a. I have no experience with filling out forms.

_______ b. I have experience with forms, but I have not collected all the information I need.

_______ c. I have experience with forms, and I have collected most of my information.

_______ d. I have experience with forms and I have sample forms with complete information.

6. Interviewing.

_______ a. I have no experience interviewing for jobs.

_______ b. I have practice interviewing in class, but I have no real experience.

_______ c. I have interviewed for jobs in the past, and I am not confident about interviewing.

_______ d. I have interviewed for jobs in the past and I feel very confident of myself in an interview situation.

7. Accepting a job and beginning work.

_______ a. I have no experience accepting a job and beginning work.

_______ b. I have experience accepting a job and working at MSSD or in a family job.

_______ c. I have experience accepting a job and working in other jobs, but I do not know all the questions I should ask my new employer.

_______ d. I have experience accepting a job and working in other jobs and I feel confident that I can get all the necessary information from my new employer.

Congratulations!

You are on your way in your job search.

You are taking steps in the right direction to find out what kind of job is best for you and how to get it.

Chapter 2

Personalizing the Job Search

Job Profile

CHAPTER II. PERSONALIZING THE JOB SEARCH

The Job Search begins with you. First you must understand yourself well enough to know what jobs you could do and what jobs would make you happy. In this chapter you will summarize what you know about yourself. In Chapter III you will use this information to decide on kinds of jobs to apply for.

You will be analyzing yourself in depth throughout the semester. As you learn more about yourself in other courses, you may want to modify the summary in this chapter. Some of the information you use in this chapter will come from your career plan.

On the following pages, carefully evaluate each item. Rate yourself in these areas:

School Subjects - courses that you take in school, or have taken in the past.

Activities - school or community activities that you might participate in.

Hobbies/Interests - things you enjoy doing in your free time.

Work Activities - the kinds of work activities that make up most jobs.

Work Situations - the kinds of work situations you might choose for a job.

Physical Demands - the kinds of physical activity that might be required in a job.

Working Conditions - the kinds of conditions you might find where you work.

Occupational Areas - jobs that are grouped by similarities.

Aptitudes - your skills or abilities for a job.

Habits - personal habits that will influence your behavior on a job.

Personality Characteristics - things about yourself and your attitude that may influence your choice of a job.

Values - things that are important to you.

Work Experience - all your jobs, either paid or volunteer.

ACTIVITY: Rate your feelings about school subjects. Check how well you like each subject area.

SCHOOL SUBJECT	Like Very Much	Like Some-what	Not Sure	Dislike Some-what	Dislike Very Much
Art					
Business Education: Typing					
Bookkeeping					
Career Development					
Communications					
English					
Foreign Languages					
Home Economics: Cooking					
Sewing					
Child Development					
Industrial Education: Wood					
Metal					
Electricity					
Auto					
Drafting					
Printing					
Mathematics					
Performing Arts - Drama					
Physical Education					
Science					
Social Studies					

Summary: My favorite school subjects are: ____________________

____

My least favorite school subjects are: ______________

____

ACTIVITY: Rate your feelings about activities. Check how well you like each activity. You do not need to participate in the activity. You may like some activities you are not involved with now.

ACTIVITY	Like Very Much	Like Somewhat	Not Sure	Dislike Somewhat	Dislike Very Much
Clubs: e.g., AFS, Computer, sewing					
Dance					
Drama					
Government: e.g., SBG, Close-Up					
Leadership: Jr..NAD, Peer Advisor, Student Leadership Program					
Literary Magazine					
Music					
Photography					
Sports: Team Sports: football, soccer basketball, etc.					
Individual Sports: tennis swimming, track, etc.					
Yearbook					
Other:					

Summary: My favorite activities are: ____________________

____

My least favorite activities: __________________

____

ACTIVITY: Rate your feelings about hobbies and interests. Check how well you like each hobby or interest. You do not need to be involved with the hobby/ interest. You may like some hobbies you are not doing now.

HOBBIES/INTEREST		Like Very Much	Like Somewhat	Not Sure	Dislike Somewhat	Dislike Very Much
Bowling						
Car or Bike repair						
Cooking						
Crafts						
Drawing or painting (art work)						
Horseback riding						
Music						
Model Making						
Outdoor activities: hiking, camping, fishing, etc.						
Playing games or cards						
Reading						
Sewing						
Skiing						
Sports:	Participating in sports					
	Watching sports events					
Travel						
TV						
Water activities: swimming, sailing, etc.						
Other						

Summary: My favorite hobbies/interests are: ________________

____

My least hobbies/interests are: ________________

____

ACTIVITY: Rate your feelings about work activities. Check each how well you like each work activity. These work activities should be in your career plan.

WORK ACTIVITIES	Like Very Much	Like Some-what	Not Sure	Dislike Some-what	Dislike Very Much
Activities dealing with things and objects					
Activites involving business contact					
Activities of a routine definite, organized nature					
Activities involving direct personal contact to help or teach others					
Activities resulting in recognition or appreciation from others					
Activities involving the communication of ideas and information					
Activities of a scientific and technical nature					
Activities involving creative thinking					
Activities involving processes, methods, or machines					
Activities involving making things					

Summary: My favorite work activities are: ____________________

____

My least favorite work activities are: ______________

____

ACTIVITY: Rate your feelings about work situations. Check how well you like each work situation. If you do not understand the work situation ask the teacher for help.

WORK SITUATIONS	Like Very Much	Like Somewhat	Not Sure	Dislike Somewhat	Dislike Very Much
Performing duties that change often					
Performing routine tasks					
Planning and directing an entire activity					
Dealing with people					
Influencing people's opinions, attitudes, and judgments					
Working under pressure					
Making decisions using personal judgment					
Making decisions using standards that can be measured or checked					
Interpreting and expressing feelings, ideas, or facts					
Working within precise limits or standards of accuracy					

Summary: My favorite work stiuations are: ______________________

____

My least favorite work situations are: ______________

____

ACTIVITY: Rate your feelings about physical demands required in a job. Check how well you like each physical demand. If you do not understand a description, ask the teacher for help.

PHYSICAL DEMAND	Like Very Much	Like Somewhat	Not Sure	Dislike Somewhat	Dislike Very Much
Lifting, carrying, pushing, pulling Work that is mostly sitting					
Light work--lifting small amounts					
Medium work--lifting medium weights					
Heavy work--lifting up to 100 lbs.					
Very heavy work--more than 100 lbs.					
Climbing and/or balancing, using stairs, ladders, poles, ramps, scaffolding, etc.					
Stooping, kneeling, crouching, or crawling, bending down to work					
Reaching, handling, fingering, and feeling, stretching or using hands to work with objects.					
Talking and hearing					
Seeing: depth perception, color vision, adjusting to darkness, etc.					

Summary: My favorite physical demands are: ________________

____

My least favorite physical demand are: ___________

____

ACTIVITY: Rate your feelings about working conditions. Check how well you like each working condition If you do not understand the working condition, ask the teacher for help.

WORKING CONDITION	Like Very Much	Like Some-what	Not Sure	Dislike Some-what	Dislike Very Much
Where work takes place: Inside					
Outside					
Both					
Extremes of cold or many temperature changes.					
Extremes of heat or many temperature changes.					
Dampness or humid					
Noise and vibrations					
Hazards: dangerous risks on the job					
Fumes, odors, smoke, exposure to drafts, dust, and poor ventilation.					
Exposure to poisonous gases or liquids.					

Summary: My favorite working conditions are: ____________________

____

My least favorite working conditions are: ____________________

____

ACTIVITY: Rate your feelings about the occupational areas: Check how well you like each occupational area. Use your career plan for this.

OCCUPATIONAL AREA	Like Very Much	Like Somewhat	Not Sure	Dislike Somewhat	Dislike Very Much
Artistic					
Scientific					
Nature					
Authority					
Mechanical					
Industrial					
Business Detail					
Persuasive					
Service					
Humanitarian					
Social/Business					
Physical Performing					

Summary: My favorite occupational areas are: ________________

____

My least favorite occupational areas are: __________

____

ACTIVITY: Rate yourself on your vocational aptitudes. Use the results of your vocational evaluation.

VOCATIONAL APTITUDE	Very High	High	Average	Low	Very Low
General - thinking and learning skills. Understanding information.					
Verbal - understanding and using language to communicate.					
Numerical - doing math problems quickly and correctly.					
Form perception-noticing differences in shape and size of things.					
Motor coordination-using eyes, fingers and hands together.					
Clerical perception - noticing mistakes in writing. Working correctly.					
Finger dexterity - using fingers to work with small objects or tools.					
Manual Dexterity - skill in using hands and arms.					
Spatial Aptitude - ability to think in 3-D.					
Color discrimination - seeing differences in colors.					
Eye-hand-foot coordination - using eyes, hands, feet together.					

Summary: My best vocational aptitudes are: ____________________

____

My weakest vocational aptitudes are: ____________________

____

ACTIVITY: Rate yourself on your habits. Check how often you do each thing.

HABIT	All the Time	Often	Some-times	Not Often	Never
Keep my things neat and orderly.					
Keep myself clean and well dressed.					
Get enough sleep and exercise.					
Show interest in other people.					
Am on time everyday.					
Control myself in difficult situations.					
Respect other people.					
Finish jobs that I start					
Show interest in what I am doing.					
Offer good suggestions.					
Do things as correctly as I can.					
Try to improve myself.					
Others:					

Summary: My strongest habits are: ______________________________

____

My least desirable habits are: ______________________

____

ACTIVITY: Rate yourself on these personality characteristics. Check whether you think you show each characteristic.

PERSONALITY CHARACTERISTIC	All the Time	Often	Some-times	Not Often	Never
Friendly					
Ambitious					
Cooperative					
Courteous					
Self-confident					
Dependable					
Enthusiastic					
Loyal					
Sense of Humor					
Persistent					
Can accept criticism					
Show initiative					
Honest					
Other:					

Summary: My most desirable personality characteristics are:

____

My least desirable personality characteristics are:

____

ACTIVITY: Rate yourself on these values. Check how important each value is to you.

VALUE	Very Important	Fairly Important	Not Sure	Not Very Important	Not Important
Having a lot of money					
Becoming famous					
Being beautiful or handsome					
Having power over others					
Having good health					
Caring about other people					
Having a lot of friends					
Having a nice family					
Having nice clothes					
Having a strong religious faith					
Being honest					
Being adventurous					
Other:					

Summary: The values most important to me are: ________________

____

The values least important to me are: ________________

____

Activity: List all of the work experiences you have had. They may be either paid or volunteer jobs. Answer the questions for each job.

Kind of job:

Where:

When:

Duties/responsibilities:

Pay:

What I liked about the job:

What I did not like about the job:

Would I want to do this kind of job again? Why?

Kind of job:

Where:

When:

Duties/responsibilities:

Pay:

What I liked about the job:

What I did not like about the job:

Would I want to do this kind of job again? Why?

Kind of job:

Where:

When:

Duties/responsibilities:

Pay:

What I liked about the job:

What I did not like about the job:

Would I want to do this kind of job again? Why?

Kind of job:

Where:

When:

Duties/responsibilities:

Pay:

What I liked about the job:

What I did not like about the job:

Would I want to do this kind of job again? Why?

SUMMARY OF YOUR PERSONAL ANALYSIS

Fill in your preferences and strengths, your dislikes and weaknesses from the bottom line of pages 23 through 35. You will then have a one-page profile of your career needs.

Area	Preferences/ Strengths	Dislikes/ Weaknesses
School Subjects (page 22)		
Activities (page 23)		
Hobbies/Interests (page 24)		
Work Activities (page 25)		
Work Situations (page 26)		
Physical Demands (page 27)		
Working Conditions (page 28)		
Occupational Areas (page 29)		
Vocational Aptitudes (page 30)		
Habits (page 31)		
Personality Characteristics (page 32)		
Values (page 33)		
Work Experiences (pages 34 & 35)		

VOCATIONAL GOALS

In your job search you will have different goals at different times. Sometimes you may want a part-time or temporary job. You may be willing to do many kinds of jobs for a short time. Searching for a temporary job may be related to short-term goals--need for money immediately, gaining experience, keeping busy in the summer, etc.

At other times in your life you will want a permanent job. Then you will only be willing to do a job that is interesting and will make you happy and satisfied. You will be trying to satisfy long-term goals related to your future career goals.

Look at the summary of your personal analysis on page 36. What are some future careers that might fit your interests, aptitudes, and characteristics? These would be long-term career goals that you hope to reach in the future--after you are finished with school and training.

Possible long-term career goals for me: ____________________

____

____

____

____

What kind of training or education do you think you need for these jobs?

Job	Training or Education

During this course you will be searching and applying for a job. You may be applying for a job at school during the school year. You may be looking for a job at home for next summer. You may be doing both of these things: looking for a job here and now, and beginning to look for a job for next summer.

What kind of summer or part-time work experiences might help you reach the long-term career goals you list on page 37? These would be short-term goals.

Possible short-term career goals for me:______________________

____

____

____

____

In Chapter III you will investigate some of these career goals using a variety of employment materials. You will also decide where to apply for your next job.

Chapter 3

Employment Materials and Information

MEDICAL Record Technician:
For full time temporary position
Will consider student with 1 yr. of Medical Record Technician training.
Apply, Personnel Office, Albany General Hospital, North St., Albany, N.Y.
E.O.E.
HOW TO I
HOW TO II
THE DAILY BUGLE
PRESIDENT DECLARES
NEWS
TIMES

CHAPTER III. EMPLOYMENT MATERIALS AND INFORMATION

In Chapter I we reviewed the job search process and the steps you need to go through to find employment. In Chapter II you looked at yourself and your skills, interests, and other characteristics. You ended with a personal goal and a list of jobs that you might look for,

During this course, you will look for a part-time job after school or a full-time summer job. Later in your life you will be able to use the same skills to look for permanent, full-time jobs.

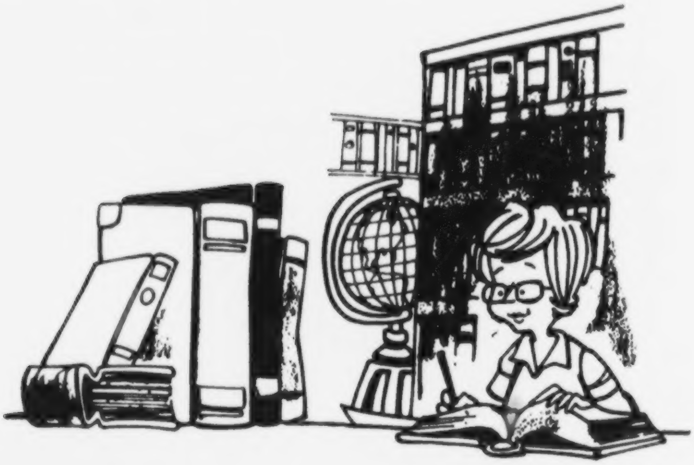
You may already have used employment materials or information as you worked through Chapter II, to help you decide which kinds of jobs would be best for you. This chapter will tell you about many sources of employment information that can help you in the job search, now and in the future.

EMPLOYMENT MATERIALS

There are many kinds of employment materials, including books, magazines, pamphlets, newspapers, videotapes, films, microfilm, and phone books. These materials may provide general information about a category of jobs or specific information about one particular job.

Employment materials may be found in many places--your school library, your public library, the counselor's office at school, the career development department at school, bookstores, the VR counselor's office, and other school departments where teachers help students learn about careers related to specific subjects.

On the next two pages, you will find a list of useful employment materials that can be found at school. Many more useful materials can be found in other places. Do not limit yourself to what is at school--explore all possibilities.



ACTIVITY: Locate these employment materials. Use the library, dorm, and career education department. Look through each material to decide how it might help in your job search. Write where you can find it and how you might use it.

Employment Material	Where it is	How I can use it in my job search
Business Week - magazine giving information about business and industry.		
Career World - monthly magazine about careers, how to get jobs, puzzles, games, and tips for students.		
College Placement Annual - list of about 1000 companies that hire college students in summer jobs or permanent jobs.		
Dictionary - reference book for looking up words needed in your job search.		
Dictionary of Occupational Titles (DOT) - listing of many job titles and brief descriptions of jobs. Uses a system of numbers that is also used in state employment offices and other places.		
Newspapers - local or hometown newspapers have "Help Wanted" sections in their classified advertisements.		

Employment Material	Where it is	How I can use it in my job search
Getting a Job - Textbook with information on employment materials: resumé, application letters, tax forms.		
Occupational Outlook Handbook (OOH) - often used with the DOT, has same system of numbers in index. This book gives more complete information about career areas, including the outlook for jobs in the future.		
Occupational Outlook Quarterly - journal that gives current information about jobs and their future availability.		
Telephone books - white pages - use to find correct address and phone number if you know the name of the person or company. Yellow pages - use to locate companies by the kinds of work they do.		
Worker Trait Group Guide - information about jobs. Uses DOT numbers for reference.		
National Zip Code Directory - lists all zip codes in the U.S. by state, city, and street		

EMPLOYMENT INFORMATION

All of the materials on your chart contain employment information. There are also other sources of information that you may use in your job search. A few of those sources are discussed here.

1. **Media:** Many of your ideas about jobs probably come from seeing workers in TV programs and movies. The way workers are shown may be close to real life or exaggerated. Some educational movies and videotapes are made to show jobs as realistically as possible to help you in your job search.

2. **Family, friends, neighbors:** Ideas about jobs often come from things other people say about their own jobs or the jobs of their parents. These opinions may help influence you in your job search.

3. **Observations and interviews of workers:** It may be helpful to take field trips to observe workers on their jobs. You might interview workers about their duties, preferences, and working conditions. In your future job searches, talking with workers about their jobs can give you valuable information to help you make career decisions.

4. **Counselors and advisors:** Your school counselor, academic advisor, and classroom teachers can share information about future careers, educational requirements, training programs, and activities that relate to success in future jobs.

The VR Counselor in your state Vocational Rehabilitation Agency can assist you in planning for your future education and career. If you are not registered with your VR Agency be sure to open a file soon. Your school counselor can tell you how to do this.

5. **Employment and placement agencies:** One way to obtain a job is to go to an employment agency for assistance. You usually are assigned a counselor who will discuss your interests and skills with you. The counselor will help you get job leads, or even set up interviews for you.

   If you go to a state employment agency the services will be free. If you use a private employment agency you may pay a fee. If you have to sign a contract at an employment agency, be sure you understand exactly what it means. It may be a good idea to ask someone you trust to read it and discuss it with you.

6. **Postings of job openings:** School counseling offices, employment agencies, companies and public libraries are all places where you may see listings of available jobs. Look for bulletin boards where lists of jobs may be posted.

On the next pages you will find a list of abbreviations often found in employment materials. Keep this list, add to it as you learn new terms, and use it for reference.

EMPLOYMENT MATERIALS ABBREVIATIONS

acct	accounting
admn	administration
arr	arrange
Assn	association
Asst or ass't	assistant
bnfts	benefits
cler	clerical
clk	clerk
Co	Company
col grad	college graduate
constr	construction
Corp	Corporation
dept	department
dev	development
Dir	Director
DP	data processing
educ	education
EEO or EOE	equal employment opportunity
equip	equipment
exp	experience
F/T	full time
F/pd	fee paid
gd	good
genl	general
grad	graduate
hosp	hospital or hospitalization
hlth	health
HS	high school
hrs	hours
Inc.	Incorporated
indus	industrial
ins	insurance
inter	interview
15K	"K" means thousand ($15,000)
knowl	knowledge
lab	laboratory
mach	machine
M/F	male and/or female
M-F	Monday through Friday
Mfg	manufacturing
mgmt or mgt	management
mgr	manager
mos	months
NA	not available
Nat'l	national
nec	necessary
no.	number
ofc	office

oper	operation or operator
ownr	owner
pm	afternoon or evening
prom	promotion
prod	production or product
pref	preferred
P/T	part time
recep	receptionist
req	required
resp	responsibility
rm	room
sal	salary
sch	school
secy	secretary
supvr	supervisor
svcs	services
sys	system or systems
tech	technical
tel	telephone
temp	temporary
typ	typing
vac	vacation
w/	with
wks	weeks
wpm	words per minute
yr	year

NEWSPAPER ADS

Newspapers were included in the section on employment materials, but they are so often used in a job search that we will pay special attention to them here.

Help wanted ads are all different. They may be long or short, large or small, clear or confusing. Ads provide a good opportunity to get an idea of jobs available in your home area, and to decide whether your job search goals are realistic.

Here is a list of some of the information you may find in help wanted ads:

1. Job title or kind of work to be done.
2. List of duties and responsibilities to be performed.
3. Education required for the job.
4. Experience required for the job.
5. Other qualifications or requirements: car, driver's license, typing speed, equipment you need to operate.
6. Hours of work: full time, part time, evening hours, 40 hour week.
7. Pay or salary.
8. How to apply: in person, by phone, in writing.
9. Name, address, and phone number of the company.
10. Name of the person to contact at the company.

Ads will not always give all information you need. On the next page are some samples of job ads that show the different kinds you will find.

SAMPLE NEWSPAPER ADS

SECRETARY

Large well established real estate firm located in Silver Spring, Md. has a need for a highly qualified secretary.

Candidates must type at least 60 wpm and have experience with dictating or dictation equipment. Good organizational skills a must, as well as communication skills a must.

Salary commensurate with experience. Call or write:

Personnel Department
Grady Management Inc.

8630 Fenton Street
Silver Spring, Md. 20910

Phone 587-3330, 10am-2pm
E.O.E.

TELLER

Part time Teller Position. Available immediately for our drive-up window facility at our Groveton office in Alex.

Individual must be willing to work Mon-Fri, 4 - 7 pm, Sat. 9-12 pm.

Teller experience desirable, but will consider mature indiv. with min. of 3 years cash handling exper. Salary commensurate with exper.: Excellent benefits package. Call Personnel 838-7500.

First Federal S & L Northern, Va. 119-125 North Washington St., Alex., Va 22314
EOE

CONSTRUCTION

Heavy labor experience req'd.-roofing helpful. Call Mon. 8 a.m. to 12 Noon. 941-0859. EOE/M/F

MANAGEMENT
SALES REPRESENTATIVE

Nationally known co. is seeking a sales representative for this area. No travel. Starting salary --or training allowance--plus incentive increase. Equal Opportunity employer, M&F. Please send resume to: Wash. Post Box No. M3653.

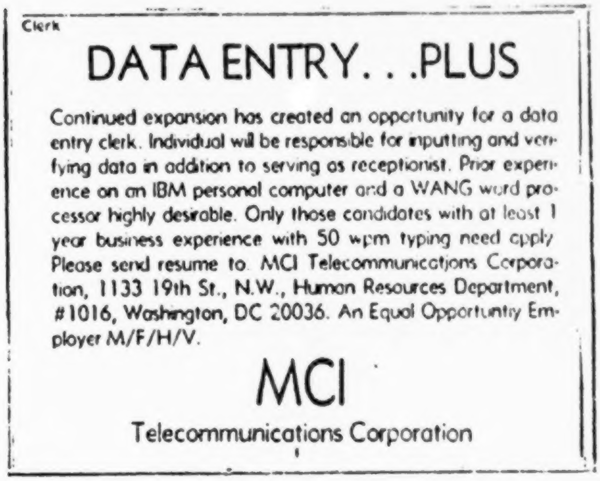
MECHANIC

JOHN DRIGGS COMPANY INC has an immediate need for individuals with solid experience in repair of heavy construction equipment to work in shop and field. Must have own tools. Good pay & Co benefits. Qualified applicants only call 350-6669 betw 9am & 4pm, M-F.

Equal Opportunity Employer

BEST COPY AVAILABLE

ANALYSIS OF A HELP WANTED AD



Clerk

DATA ENTRY. . .PLUS

Continued expansion has created an opportunity for a data entry clerk. Individual will be responsible for inputting and verifying data in addition to serving as receptionist. Prior experience on an IBM personal computer and a WANG word processor highly desirable. Only those candidates with at least 1 year business experience with 50 wpm typing need apply. Please send resume to MCI Telecommunications Corporation, 1133 19th St., N.W., Human Resources Department, #1016, Washington, DC 20036. An Equal Opportunity Employer M/F/H/V.

MCI

Telecommunications Corporation

1.	Job title/kind of work:	Clerk (data entry).
2.	Duties/responsibilities:	Input data, verify data; serve as receptionist.
3.	Education required:	Not listed.
4.	Experience required:	One year business, 50 wpm typing.
5.	Other qualifications:	IBM computer, Wang word processor skills desirable.
6.	Hours:	Not given.
7.	Pay:	Not given.
8.	How to apply:	Send resume.
9.	Company name, address, phone number:	MCI Telecommunications 1133 19th St., NW Washington, DC 20036
10.	Whom to contact:	Human Resources Dept. Room 1016.

ACTIVITY: Is This My Job?

Cut out three "Help Wanted" ads from any newspaper. Make sure they fit your interests as identified in Chapter 2. Paste or tape the ads into the top columns of the chart below. Then fill in the rest of the columns.

Paste in Want Ads	Ad #1	Ad #2	Ad #3
Kind of Work			
Education/ Experience			
Other Qualifications			
How to Apply			
How Does the Job Fit My Skills?			

DEVELOPING A LIST OF POSSIBLE EMPLOYERS

Now that you have some knowledge of ways to get employment information, it is time to develop your own list of possible employers. Use these steps.

1. From Chapter 2 decide on what kind of job you want to apply for. You may apply for only one kind or you may apply for several kinds. This depends on where you are in your career exploration. It may also depend on the kinds of jobs available.

2. Decide if you wish to apply for a summer job or for a part time job during the school year. If you are a senior you may want to apply for a permanent job.

3. Decide on the place you want to work. Naturally, if you are looking for a job during the school year it must be near school.

4. Using any of the employment materials and information, make a list of *at least* 10 possible places to work. *You will later use these addresses for writing your letters of application*.

5. Keep this chapter safe so you have it during the rest of this semester.

MY POSSIBLE EMPLOYER LIST

The kinds of jobs I am interested in are:

1. ______________________________
2. ______________________________
3. ______________________________

I want a job that is:

_____ summer

_____ permanent

_____ part-time during school semester

The area I will look in is:

_____ hometown

_____ school area

_____ another city

List of 10-15 places to apply:

1. Name of company ______________________

Street address ______________________

City, State, Zip ______________________

Phone number ______________________

Person to Contact ______________________

Job title/kind of job ______________________

Other information ______________________

2. Name of company ______________________________
Street address ______________________________
City, State, Zip ______________________________
Phone number ______________________________
Person to Contact ______________________________
Job title/kind of job ______________________________
Other information ______________________________

3. Name of company ______________________________
Street address ______________________________
City, State, Zip ______________________________
Phone number ______________________________
Person to Contact ______________________________
Job title/kind of job ______________________________
Other information ______________________________

4. Name of company ______________________________
Street address ______________________________
City, State, Zip ______________________________
Phone number ______________________________
Person to Contact ______________________________
Job title/kind of job ______________________________
Other information ______________________________

5. Name of company ______________________________
Street address ______________________________
City, State, Zip ______________________________
Phone number ______________________________
Person to Contact ______________________________
Job title/kind of job ______________________________
Other information ______________________________

6. Name of company ______________________________
Street address ______________________________
City, State, Zip ______________________________
Phone number ______________________________
Person to Contact ______________________________
Job title/kind of job ______________________________
Other information ______________________________

7. Name of company ______________________________
Street address ______________________________
City, State, Zip ______________________________
Phone number ______________________________
Person to Contact ______________________________
Job title/kind of job ______________________________
Other information ______________________________

8. Name of company ____________________

Street address ____________________

City, State, Zip ____________________

Phone number ____________________

Person to Contact ____________________

Job title/kind of job ____________________

Other information ____________________

9. Name of company ____________________

Street address ____________________

City, State, Zip ____________________

Phone number ____________________

Person to Contact ____________________

Job title/kind of job ____________________

Other information ____________________

10. Name of company ____________________

Street address ____________________

City, State, Zip ____________________

Phone number ____________________

Person to Contact ____________________

Job title/kind of job ____________________

Other information ____________________

11. Name of company ______________________________

Street address ______________________________

City, State, Zip ______________________________

Phone number ______________________________

Person to Contact ______________________________

Job title/kind of job ______________________________

Other information ______________________________

12. Name of company ______________________________

Street address ______________________________

City, State, Zip ______________________________

Phone number ______________________________

Person to Contact ______________________________

Job title/kind of job ______________________________

Other information ______________________________

13. Name of company ______________________________

Street address ______________________________

City, State, Zip ______________________________

Phone number ______________________________

Person to Contact ______________________________

Job title/kind of job ______________________________

Other information ______________________________

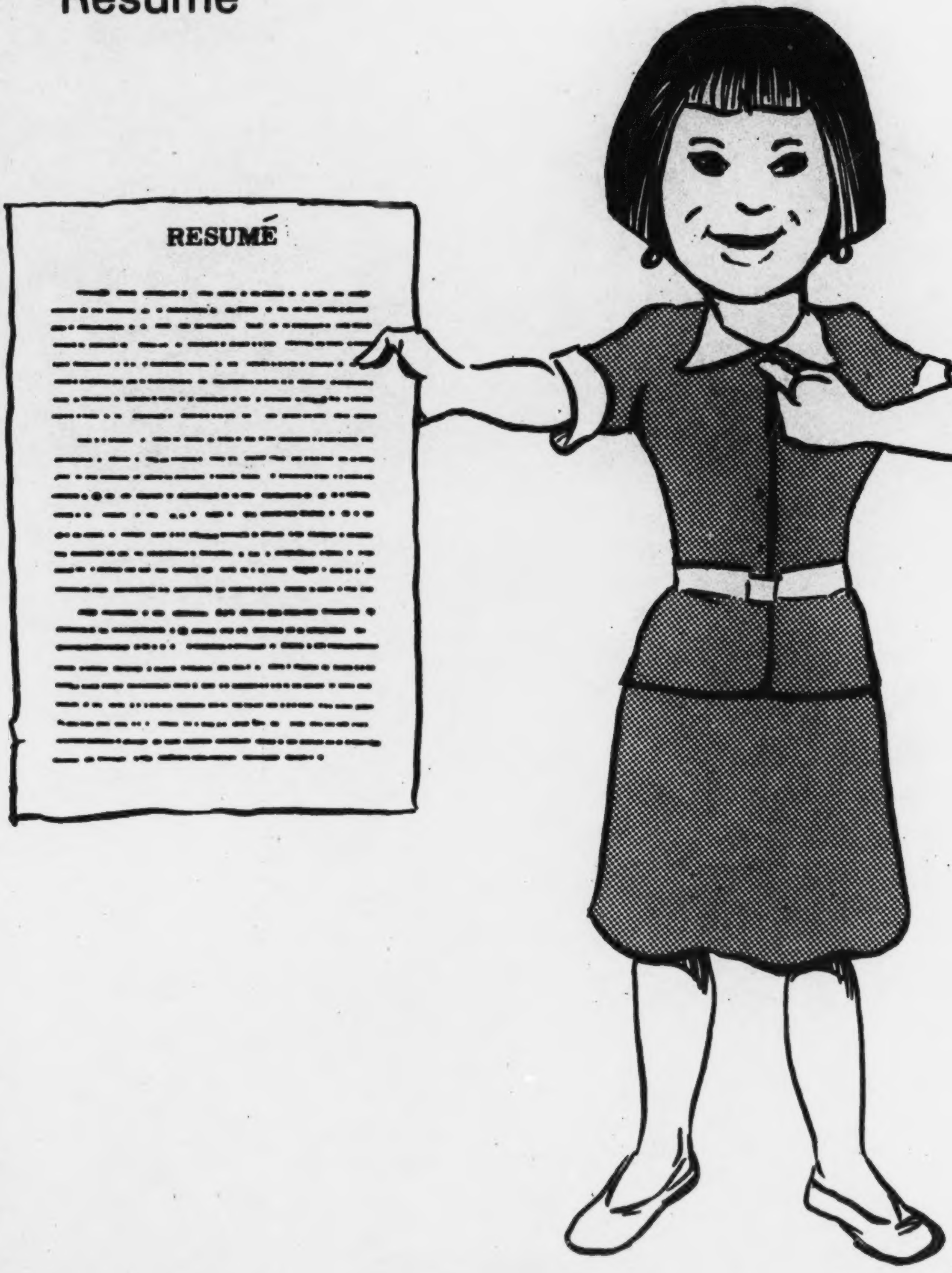
14. Name of company
Street address
City, State, Zip
Phone number
Person to Contact
Job title/kind of job
Other information

15. Name of company
Street address
City, State, Zip
Phone number
Person to Contact
Job title/kind of job
Other information

In the next chapter you will develop your resumé to send to these employers when you apply for a job. Keep this list in your employment portfolio for later when you write your application letters or apply in person for a job.

Chapter 4

Resumé



CHAPTER IV. WHAT IS A RESUMÉ?

A resumé is a summary of one person's background and experience. It is used in the job search process.

Your resumé tells about you. It is an advertisement about you, your qualifications, interests, and experiences.

A resumé is not always required for getting a job, but it can help you make a good impression on prospective employers. A neat, clear resumé that emphasizes your positive characteristics may make an employer decide to interview you for a job. The resumé is an important tool in your job search.

Copies of your resumé may be used in several ways:

1. You may send one to a prospective employer with a letter of application asking for a job.
2. You may carry one with you when you visit a personnel office to ask about job openings.
3. You may take one to an interview to share with the prospective employer. It may help you sell yourself by emphasizing your strengths.
4. You may send one after an interview to follow-up or add information that was not covered in the interview.

A good resumé can get the attention of the boss or personnel manager, helping you get an interview and maybe a job.

WHAT MAKES A GOOD RESUMÉ?

Here are some basic rules to follow in developing a good resumé. Your resumé should be:

1. Well organized. Take time to plan your resumé carefully. Arrange the information in an orderly manner. Each type of information should be kept together. When the information includes dates for education or work experience, they should be arranged in chronological order.

2. Accurate. All information on your resumé must be correct and up-to-date. If you have a wrong phone number or address on your resumé, the prospective employer may not be able to reach you or one of your references. If you list the wrong dates for a past job, the employer may learn that you were not careful in developing your resumé and getting past information correct. Making sure all information is exactly right is very important.

3. Neat. Your resumé should make a good impression on the prospective employer. It should be pleasant to look at so the employer will want to read it and find out about you. The typing should be neat and clean. The paper should be clean and of good quality. Information should be nicely centered on the page. If you use a copying machine, be sure the copy is bright and clear.

4. Simple and easy to read. The information should stand out and be easy to read. Use headlines, lists, and punctuation to help separate sections and make your resumé easily readable.

5. Short. One or two pages is enough space for a resumé. You can get a lot of information on one page if you arrange it carefully. The resumé is a summary, so remember to keep it brief.

6. Honest. Your resumé should stress the positive things about you, but everything must be true. Don't make up things about yourself to try to impress the boss, just be sure you highlight your strengths and interests.

Your resumé should fit you as an individual and fit your style. The examples in this chapter will give you ideas for resumés, but you will want to develop one that is right for you.

WHAT SHOULD BE INCLUDED ON A RESUMÉ?

All resumés are not exactly alike. The information included on a resumé is a personal decision.

Seven types of information are often used on resumés. There are a variety of titles for these categories, but the information included is similar.

1. Personal Information. This section may be called "Personal Data" or "Personal." It may include some or all of these items:

    Name
    Address
    Phone number (home)
    Phone number (work or school)
    Social Security number
    Age (or date of birth)
    Marital status
    Number of children
    Height
    Weight
    Health
    Place of birth
    Citizenship

    Some of these things must be included so the prospective employer will be able to contact you about a job (name, address, phone number).

    Other information is your choice to include or leave out. You do not have to give your age, marital status, height, weight, or state of your health. These are personal things you may want to include, but you do not have to do so.

2. Education. This section may also be called "Educational Achievement" or "Educational History". Information that is usually included is:

    Names and addresses of high schools, technical schools, and colleges attended.
    Attendance and graduation dates.
    College degrees and majors.
    Names of training programs taken.
    Honors related to education.
    List of courses that support your application.

Elementary schools are usually not included on the resumé. You will keep that information in your employment portfolio for use on application forms.

3. Work Experience. This section may be called "Previous Employment", "Employment History" or "Previous Employers." Items usually included are:

    Name and address of the company.
    Dates of employment.
    Your job title/position.
    Your duties.
    Name of your supervisor.

   Usually you list your most recent job first and then work backwards in time. If a job was part-time or voluntary, you usually mention that.

   Your employment portfolio should have the telephone numbers of your past employers and the salaries you received. Usually you do not include that information on your resumé.

4. Skills. This section might be called "Employment Skills," "Qualifications," or "Special Skills." A few of the skills you might include are:

    Typing speed
    Machines you can operate: computer, cash register, calculator, copying machines.
    Languages you know and can use well (other than English)
    Clerical skills, e.g., shorthand, filing, money handling.
    Sales ability
    Art or design skills
    Supervisory skills

   Include any skills that would be useful in a job. Be fair to yourself, but be honest.

5. Activities and Interests. This section has many different possible names - interests, activities, hobbies, special interests, honors, or any combination of these. Some of the things that might be included are:

    School clubs
    Sports teams or activities
    School activities, e.g., drama, yearbook, dance, etc.

Community activities, e.g., scouts, 4-H,
    Junior Achievement, Jr. NAD
Lessons: piano, dance, guitar.
Musical groups
Hobbies: reading, crafts, carpentry,
    sewing, electronics.
Honors or awards

This section can help show your personality to the employer. This list should not be long, but should highlight the activities and interests which are most important to you.

6. Career Objective. This may also be called "Career Goal". If you have a future goal for your career, you may want to include it on your resumé. This helps the employer understand how the job you are applying for fits your future goal.

   Sometimes you explain your career objective in your letter of application and do not put it on your resumé.

7. References. Three to five references are usually included on a resumé. References are people who can comment on your ability to do a good job. Choosing references is important. You must ask the people you choose if it is all right to list their name on your resumé. You may not use relatives as references. You may use any other adult who knows you well: teacher, counselor, advisor, family friend, minister. The information you include for each reference is:

   Name and title
   Address
   Phone number

   Sometimes resumés do not list references. They say "References are available upon request". This means you carry a list of references in your Employment Portfolio and give it to prospective employers if they ask for it.

The next few pages show examples of resumés, using some or all of this information. Other examples are in the classroom and in reference materials.

PERSONAL RESUMÉ

John L. Smith
241 Greenbelt Road
Lanham, Maryland 20937
301-831-7419

CAREER GOAL:
Mechanic or Carpenter

EXPERIENCE:

6/80--12/82	Construction, yard work, paper route
1/83--present	Part-time job, Exxon service station

EDUCATION:

1982-1984	Model Secondary School for the Deaf Washington, D.C.
1980-1982	Maryland School for the Deaf Frederick, Maryland

OUTSIDE ACTIVITIES:
Member, MSSD Computer Club
High School Honor Roll--2 years
High School football--3 years
Student Leadership Program

PERSONAL DATA:
Birthdate: August 7, 1966
Place of Birth: Columbus, Ohio
Height: 6' 1"
Weight: 190
Marital Status: Single

REFERENCES: will be furnished upon request.

This resumé has a career goal, but does not list references.

*Remember that if you do not list references on your resumé, you must type a separate list to keep in your employment portfolio to give to prospective employers.

RESUMÉ

Glen David Connor
7209 Forest Street
Lanham, Maryland 20810
(301) 458-5720

CAREER OBJECTIVE

A position in computer technology, utilizing business, math, and technical skills.

SELECTED ACCOMPLISHMENTS

*Editor of school newspaper
*First class Boy Scout
*High school football team member and captain for next year
*Basketball team member
*Excellent typing and computer skills

WORK HISTORY

5/83 - present:
Office Clerk, John's Auto Repair Shop, Seabrook, MD

11/82 - 4/83:
Cook, McDonald's, Lanham, MD

EDUCATION

Model Secondary School for the Deaf Washington, D.C.	9/81 - present
Maryland School for the Deaf Frederick, MD	9/79 - 6/81

REFERENCES:

Mary Summers	Larry James	Sylvia Howell
Supervisor	Manager	Teacher
John's Auto Repair	McDonald's	MSSD
6784 BraeBrook Dr.	8756 Oak Street	800 Florida
Seabrook, MD 20846	Lanham, MD 20810	Avenue, NE
		Wash. DC 20002

This resumé has a carer objective and is more skills directed.

Alison Brown
816 Oak Street
Oak Park, Illinois 84762
(401) 846-6489

Job Objective: Business Office Position

Education: Model Secondary School for the Deaf,
Washington, D.C. 20002
1980-1984

Subjects studied:

- Typewriting, 2 years
- Bookkeeping, 1 year
- Computer Math, 1 year
- English, 4 years

Additional Skills: Typing - 40 words a minute
Adding machine and computer skills

Outside Interests and Hobbies:

- Photography
- Tennis
- Soccer
- Computer Club

References:

Mr. Jim Smith, Counselor, MSSD, Kendall Green, Washington, D.C. 20002. (202) 651-5801

Mrs. Rose Lewis, Bookkeeping Teacher, MSSD, Kendall Green, Washington, D.C. 20002. (202) 651-5823

Mr. John Scott, Photgrapher, 814 Sycamore Street, Elmhurst, Illinois 20535. (401) 632-4986

This resumé has a career goal but does not list work experience.

Resumé

Personal Information

Diane Jones
8245 North Avenue
New York, N.Y. 10469

Phone: (212) 663-4255
Social Security Number:
133-43-9717

Age: 19
Birthdate: Jan 10, 1964
Height: 5'4"
Weight: 116 pounds
Health: excellent, hearing-impaired

Education

Model Secondary School for the Deaf
Washington, D.C. 20002
September, 1980 to present

New York School for the Deaf
White Plains, New York 11370
September, 1967 to June, 1980

Work Experience

Model Secondary School for the Deaf
Washington, D.C.
September, 1982 to June 1983
Library Aide

New York Botanical Garden
New York, New York
June, 1980 to August, 1980
Gardener

Skills

Bicycle and Radio Repair, Math, Science, Electronics, Cooking

Hobbies and Activities

Making model airplanes and cars
Sports (soccer, tennis, basketball)
Student Leadership Program

References

Laura Taylor
MSSD, Kendall Green
Washington, D.C. 20002
Advisor

Gary Hansen
MSSD, Kendall Green
Washington, D.C. 20002
Counselor

Fern Rockwell
MSSD, Kendall Green
Washington, D.C. 20002
Student Leadership Program Sponsor

This resumé has no career goal, but does list work experience and references.

COLLECTING RESUMÉ INFORMATION

The first thing to do in developing your resumé is to collect all of the information you could possibly need. You will not use it all now, but having it ready will make your work easier.

Fill in the next few pages as completely as you can. Ask parents and advisors for information you may not remember about other schools, work experience, or ideas for references.

PERSONAL INFORMATION

Name ______________________________
First Middle Last

Address ______________________________
Street

____
City State Zip Code

Telephone Numbers ( ) ______________________
Home

( ) ______________________
School

Social Security Number ______________________

Age ________ Date of Birth ______________________
Month Day Year

Place of Birth ______________________
City State

Height ____________ Weight ____________

Marital Status ____________ Number of Children ________

Health ______________________________

Citizenship ______________________________

EDUCATION

Elementary School

Name ______________________________ Dates Attended _____________

Address ___________________________

City and State ____________________

Junior High School

Name ______________________________ Dates Attended _____________

Address ___________________________

City and State ____________________

High Schools

Name ______________________________ Dates Attended _____________

Address ___________________________

City and State ____________________

Name ______________________________ Dates Attended _____________

Address ___________________________

City and State ____________________

High School Courses

____

____

____

____

____

____

____

____

WORK EXPERIENCE

Place of Employment ____

Address ____

____

Telephone Number (   ) ____

Dates of Employment ____

Your Job ____

Your Duties ____

____

____

Supervisor's name ____

Place of Employment ____

Address ____

____

Telephone Number (   ) ____

Dates of Employment ____

Your Job ____

Your Duties ____

____

____

Supervisor's name ____

Place of Employment ______________________________

Address ______________________________

____

Telephone Number ( ) ______________________________

Date of Employment ______________________________

Your Job ______________________________

Your Duties ______________________________

____

____

Supervisor's name ______________________________

Place of Employment ______________________________

Address ______________________________

____

Telephone Number ( ) ______________________________

Date of Employment ______________________________

Your Job ______________________________

Your Duties ______________________________

____

____

Supervisor's name ______________________________

SKILLS

ACTIVITIES AND INTERESTS

CAREER OBJECTIVE

My Career Objective is ____________________

REFERENCES

Name ____

Title ____

Address ____

____

Telephone Number ( ) ____

I have received permission to use this name ________________

Name ____

Title ____

Address ____

____

Telephone Number ( ) ____

I have received permission to use this name ________________

Name ____

Title ____

Address ____

____

Telephone Number ( ) ____

I have received permission to use this name ________________

Name ______________________________

Title ______________________________

Address ______________________________

____

Telephone Number ( ) ______________________________

I have received permission to use this name ______________

Name ______________________________

Title ______________________________

Address ______________________________

____

Telephone Number ( ) ______________________________

I have received permission to use this name ______________

Name ______________________________

Title ______________________________

Address ______________________________

____

Telephone Number ( ) ______________________________

I have received permission to use this name ______________

Career Objective

My Career Objective is ______________________________

____

____

____

YOUR RESUMÉ FORMAT

Now that you have collected all of your information and have seen sample resumés, it is time to design your personal resumé.

Remember that you want it well organized, short, neat, and easy to read. Use this page to sketch a design for how you want your resumé to look. Where will you put the different kinds of information?

MY RESUMÉ

Write or print your resumé information here. Use as many extra sheets as you need, but remember the finished resumé should be only one or two pages.

WHAT'S NEXT?

A. Now evaluate the resumé you have designed. Answer the following questions honestly.

1. Is my resumé well organized?

Yes ________ No ________

2. Is the information accurate? Are all names spelled correctly? Are addresses and dates right?

Yes ________ No ________

3. Is my resumé clear, simple, and easy to read?

Yes ________ No ________

4. Will my resumé take only one or two pages?

Yes ________ No ________

5. Is all information on my resumé honest?

Yes ________ No ________

If you answered "no" to any of these questions, revise your resumé now so it will be a good one.

B. Next you will type your resumé. If you are not sure about your own typing skills, you may ask someone else to type it for you - a friend or a relative. If you know how to use word processing equipment, that is a good way to type your resumé because it is easier to make corrections.

Steps in typing and printing your resumé:

1. Choose good quality white or ivory paper. Don't use bright colors.

2. Use a good quality typewriter or printer that makes clean, clear type.

3. If you make mistakes be sure to correct them neatly so they will not show when you make copies of your resumé.

4. Proofread your resumé carefully. Check every word for spelling and typing. Have at least one other person proofread for you.

5. Show your resumé to your teacher for a last check on accuracy and neatness.

6. Make 15 good, clear copies on a copying machine, or have them printed.

7. Keep your "original" in a safe place.

8. Put the 15 copies in your employment portfolio. They will go with your letters of application for jobs this semester.

You are well on the way in your Job Search. You now have a good resumé and a list of places to apply for jobs (Chapter III). In the next chapter you will develop your letter of application.

Chapter 5

Employment Letters

CHAPTER V. EMPLOYMENT LETTERS

In Chapter II you decided on the kinds of jobs you will look for this semester. In Chapter III you developed a list of places where you will apply for jobs. You developed a good resumé in Chapter IV and you have copies ready to send.

In this chapter you will:

1. Develop a good letter of application.
2. Learn about several kinds of employment letters.
3. Complete letters to mail with your resumé to the places where you are applying for jobs.

TYPES OF EMPLOYMENT LETTERS

In writing employment letters, you wil need to follow all of the rules you learned about letter writing in your English classes. You will need to include appropriate information in the body of the letter to show your interest in the job.

Remember that every formal letter includes these parts:

a. Inside date and heading.

Example: 1044 Elmwood St. (your address)
Oak Park, IL 23564
March 6, 1987 (today's date)

b. Inside address.

Example: Ms. Mary Smith (company's address)
Personnel Director
IBM Corporation
Manassas, VA 23112

c. Salutation.

Examples: Dear Ms. Smith *or* Dear Personnel Director

d. Body of the letter.

(This contains the important information. Write about yourself and why you want the job.)

e. Complimentary closing.

Examples: Sincerely, *or* Yours truly,
James Simpson James Simpson

f. Enclosures.

Example: Enc. (1) (Use this if you are enclosing a copy of your resumé.)

Many different kinds of letters are related to employment. People write letters to get jobs, letters about company business, and letters to resign from jobs.

In this chapter we will work only on letters related to getting, accepting, or rejecting jobs. We will not work on the kinds of letters you may need to write after you are already working at a job. We will study three different kinds of letters:

1. Letters of application.
2. Follow-up letters.
3. Letters to accept or reject offers of employment.

1. Letters of Application

You write letters of application to introduce yourself to and employer and to ask for an interview. Your letter of application goes with your resumé, and gives additional information that is specific to the particular job or company. The letter of application tells more about you and why you are interested in that specific job.

As you begin writing letters of application, it is probably best to limit yourself to three good paragraphs. A high school student who does not have a lot of work experience can give a good impression by writing clear, simple letters. You should include the following information.

First paragraph

Introduce yourself and tell why you are applying for a job at this company. If you know of a specific job opening, apply for it by title. To ask about any openings for which you might qualify, explain briefly what you are looking for and why you are interested in working at the company. You might include a career objective if there is none on your resumé.

Second paragraph

Highlight your qualifications for the job. These might include your education and training, your past work experience, special interests, honors, or other important information. Explain that your resumé is enclosed with the letter to provide more information about your background and interests. If you have a reference person who can provide good, complete information about your experience and qualifications for this particular job, include the name and address in the body of the letter.

Third paragraph

Close the letter by asking for an interview. Let the employers know how to contact you if they want to ask for more information or set up an interview. Thank the employers for reading the letter and resumé and considering you for a position.

Later in this chapter you will find sample letters of application. You can use the examples to help you develop your own application letter.

2. Follow-Up Letters

Follow-up letters are written for several reasons. "Follow-up" means you are contacting the employer again, following the first contact. There are many good reasons for writing follow-up letters.

To thank the employer for an interview.

To add information that was not included in your first letter, and which the employer has requested.

To remind the employer of your first contact, if you are still interested in the job and have not heard from the company again.

Keep your follow-up letter brief and simple. It should remind the employer about your interest in the job and provide additional information.

If you want to thank the employer for the interview, or if you were asked to send additional information, write the letter immediately. Otherwise, it is probably best to wait two to three weeks before sending a follow-up letter.

Sample follow-up letters are included later on in this chapter. You will not need to develop your own follow-up letters now. When you need to send such a letter, you can use the sample letters to help you write your own.

3. Letters to Accept or Reject Offers of Employment

After you have interviewed for a job, you should receive a letter from the company. It will either offer you the job or tell you that someone else has been hired. If you receive a job offer, you will need to write a letter telling the employer whether you are accepting or rejecting the job offer.

If you are offered a job after your interview, be sure that you understand everything you need to know about the position before you make a decision. You will want an exact job description (on paper, if possible), the pay, the starting date, the ending date (if it is a temporary job) and any benefits that might influence your decision. If you need more information, be sure to ask for it.

If you decide that you do want the job, write a letter accepting it and clarifying the important information. Do not accept a job if you are not clear about it, or if you do not want to work for that company for any reason. Your letter of acceptance is a written promise that you will show up for work on the starting date, and that you will continue with the job.

You may want to base your letter of acceptance on the sample letters in this chapter.

WRITING GOOD EMPLOYMENT LETTERS

Employment letters must be carefully written to get the attention of the employer. Your letter must stand out in a pile of letters that the employer receives. If you are careful and develop a good letter, you will be more likely to receive calls for interviews and later offers of jobs.

Some of the most important things to remember when you are developing your employment letters are:

1. Be neat. Your letter should be typed on good bond paper. Usually you will use 8½ x 11 inch paper that is the same size as your resume. The typewriter you use should be clean and have a dark ribbon that makes a clear copy for the employer to read. You do not want messy, unclear type. If you have to make corrections in the letter, be sure to do it very neatly so the letter is perfect when you send it. You may ask a friend or relative to type the letters for you, or you may hire a typist if you are not a good enough typist to feel comfortable typing the letters yourself.

2. Be brief and clear. Be as brief as possible. Don't waste the employer's time with unnecessary information. One page is usually long enough because your resumé will add other information. Be specific in discussing the job you want and your qualifications.

3. Be accurate with all information. Check your spelling and grammar so that the letter is correct. Be especially sure that anyting you say about your qualifications is true and references to past experience or education are accurate. Ask someone to proofread your sample letter and the final letters before you send them.

4. Be sincere and businesslike. Be yourself--don't copy someone else's letter. Don't try to be funny or cute in your letter. Be confident in your ability to get the job by stating things in a positive, sincere way.

5. Make a copy for yourself. Be sure to keep a copy of each of your employment letters. You will want to remind yourself exactly what you said if the employer calls or writes to invite you for an interview. Keep the copies of your letters in your employment portfolio.

Now you have an idea of what to include in employment letters and how to write them. The next pages show examples of letters of application, follow-up letters, and letters accepting or rejecting offers of employment. After you have read the examples, you will develop your own sample letter of application.

10400 Elmwood Drive
Oak Park, Illinois 21657
March 6, 1984

Mr. Thomas Jones
Personnel Director
IRC Corporation
123 Skyline Road
Chicago, Illinois 22587

Dear Mr. Jones:

I am very interested in a career working with computers after I graduate from high school. Your company is near my home and I have heard that you sometimes hire high school graduates for summer jobs to train them in computer assembly work.

On June 15, 1984, I will graduate from Model Secondary School for the Deaf, in Washington, D.C. I am planning to continue my education in the fall in a technical program near my home. As you will see on the enclosed resumé, I have taken business courses in high school and have experience using computers in math class and for word processing.

I will be glad to provide you with any additional information you need. I feel that I am capable of learning computer assembly work at your company and would appreciate an opportunity for an interview. You may reach me at home during spring vacation, April 14-25, or at school prior to that time. My phone number in the dormitory is (202) 651-5893.

Sincerely,

James T. Conway

Encl. (1)

(Application letter for senior asking for summer work.)

1852 Morningside Drive
Charleston, West Virginia 25313
March 6, 1984

Ms. Ann Thomas
Manager
Radio Shack
Charleston, WV 25303

Dear Ms. Thomas:

I am interested in learning about careers in business so that I can make a decision on a college major for the future. I live in Charleston and have often visited your store. It would be an interesting place to work and I am writing to find out if you hire summer workers.

I am a junior at the Model Secondary School for the Deaf in Washington, D.C. I have been taking business education courses and business math. The enclosed resumé describes some of my training and experience. My previous summer jobs have given me some training in stocking shelves and serving customers. I believe I could do that kind of work at your store.

May I have a personal interview? I will be at home on vacation during the week of April 14-25. You may reach me to set up an appointment by letter to home or school or by calling me in the dormitory after 3 p.m. (202 651-5893). I would appreciate the opportunity to talk with you about my interest in your business.

Yours very truly,

Susan J. Boyd

Encl. (1)

(Application letter for junior asking for summer work.)

10400 Elmwood Drive
Oak Park, Illinois 21657
March 20, 1984

Mr. Thomas Jones
Personnel Director
IRC Corporation
123 Skyline Road
Chicago, Illinois 22587

Dear Mr. Jones:

Thank you for writing to me and inviting me to come for an interview during spring vacation. I appreciate your willingness to meet with me even though you have not made a decision to hire summer workers this year.

I am happy to fill out the application form you sent me. I will have it completed and mailed back to you at least two weeks before the interview, as you requested. I will also ask the people listed as references on my resumé to send you letters of reference immediately.

Thank you for letting me know the correct procedures for completing my application with your company. I look forward to meeting you on April 17, at 10:30 a.m.

Sincerely,

James T. Conway

(Follow-up letter providing additional information.)

1852 Morningside Drive
Charleston, West Virginia 25313
April 20, 1984

Ms. Ann Thomas
Manager
Radio Shack
Charleston, WV 25303

Dear Ms. Thomas:

Thank you for interviewing me last Tuesday for a summer position in your store. I enjoyed meeting you and discussing the possibilities for employment.

Your description of the duties of a parts clerk was especially interesting to me. I believe I could do that job very well, and my past experience and good clerical skills would help me be a good worker.

I look forward to hearing from you. Thank you again for giving me so much helpful information in the interview.

Very truly yours,

Susan J. Boyd

(Follow-up letter of thank-you for an interview.)

10400 Elmwood Drive
Oak Park, Illinois 21657
April 28, 1984

Mr. Thomas Jones
Personal Director
IRC Corporation
123 Skyline Road
Chicago, Illinois 22587

Dear Mr. Jones:

Thank you for our interview during spring vacation. I learned a great deal about your company and the work that is done there. I enjoyed meeting you and sharing my career interests with you.

I appreciate your offer of a summer position with IRC Corporation. I am sure it could help me learn more about computers. However, when I returned to school I found that I have been selected to participate in a leadership program for six weeks this summer. It is an exciting opportunity that is only given to seniors, so I have decided to accept that offer. Therefore, I will be unable to work at IRC this year.

Thank you for your interest. I hope that I can work for IRC at some time in the future.

Sincerely,

James T. Conway

(Letter rejecting the offer of a job.)

1852 Morningside Drive
Charleston, West Virginia 25313
May 15, 1984

Ms. Ann Thomas
Manager
Radio Shack
Charleston, WV 25303

Dear Ms. Thomas:

Thank you for your letter of May 10, 1984, in which you offered me a position as parts clerk at your store. The salary of $5.00 per hour is satisfactory. I will be able to begin work on June 18, 1984, the Monday following graduation. Six weeks of work will fit my summer vacation schedule perfectly.

I am looking forward to working with you at Radio Shack this summer.

Yours truly,

Susan J. Boyd

(Letter accepting the offer of a job.)

SAMPLE LETTER OF APPLICATION

Now that you know what to include in your letter of application, use these pages to develop a sample letter. Remember to introduce yourself, discuss your qualifications, and ask for an interview. When you are satisfied with your sample letter, ask your teacher to check it before you continue with this chapter.

____

____

____
(inside heading and date)

____

____

____

____

____________________________________ (inside address)

Dear______________________________: (salutation)

(first paragraph)

(second paragraph)

(third paragraph)

______________________________,
(complimentary closing)

____
(your signature)

Encl. (1)

STEPS IN PREPARING LETTERS OF APPLICATION

Now that you have completed a sample application letter and have had it checked for spelling, grammar, and form, it is time to type your letters of application. These are the steps you will follow:

1. Get your list of prospective employers from the end of Chapter III. You have already developed the list of 10 to 15 places to apply.
2. Decide who will do the typing or word processing--you, a friend, a relative, or a paid typist.
3. Decide on a time and place to type the letters.
4. Have all materials ready when you start to type--paper, envelopes, employer list, resumé copies, correction materials, pen.
5. Type each letter separately, using the name and address from your employer list (Chapter III) and your sample letter (Chapter IV). If you are going to make a carbon copy for your file, be sure to add the carbon set when you type each letter.
6. Type an envelope for each letter. Put stamps on the envelopes.
7. Proofread each letter carefully and then sign it.
8. If you did not make a carbon copy of each letter, use the copying machine now and make one copy of each letter for your file.
9. Put a copy of your resumé behind the letter and fold them together before putting them into the envelope.
10. Leave the letters open and give them to your teacher to check and mail.
11. Put your copies of the letters, your sample letter, and your employer list into your Employment Portfolio.
12. Wait for responses to begin to come from employers.

Chapter 6

Applications and Other Forms

MORE OTHER FORMS
OTHER FORMS

CHAPTER VI. EMPLOYMENT APPLICATIONS

Most employers use employment applications. Application forms collect the same information from everyone who applies for a given job. The employer can use these forms to compare applicants and decide whom to interview for the job.

Even though you send the employer a letter of application and a resumé, you probably will also have to fill out an application form. Some of the information will be the same as that on your resumé. Some of the information will be different.

WHY ARE APPLICATION FORMS IMPORTANT?

Application forms are important in helping you get a job. If you fill out the application form accurately, completely, and neatly, you may be selected for an interview. A well-done application form can show the employer that you would be a careful, accurate employee.

When you fill out the application form correctly, the employer will know you can follow directions well. This may help you get an interview (or job) almost as much as the qualifications you put on the application.

Employers sometimes keep applications on file for future job openings, so you will want yours to present you in the best possible way.

WHEN DO YOU FILL OUT APPLICATION FORMS?

Application forms are usually filled out before you have a job interview. You may get them in several ways:

1. You may read a newspaper help wanted ad and call the company. A receptionist will ask your name and address and send you an application form to fill out at home and send back to the company.
2. You may send a letter of application and your resumé to a company and they will send you back an application form to fill out at home.
3. You may apply in person to a company and the receptionist will ask you to sit down in the office and fill out an application form.
4. You may apply in any way (in person, by mail, by phone) and have an interview scheduled. When you arrive for the interview a receptionist will ask you to fill out an application form before the interviewer talks with you.

Whenever you have to fill out an application form it is important to do it carefully. If you can take time to do it at home, it is easier to have it perfect. Practice carefully in this chapter so you will be able to fill in an application form carefully and accurately. It should take you 20 minutes or less if you must do it at the office where you are applying for a job.

HOW DO YOU FILL OUT APPLICATION FORMS?

You fill out application forms CAREFULLY! If you do it at home, make a copy of the form and practice on the copy before using the real form. Then you can type the form, unless the directions say you must write or print it by hand.

Here are three important suggestions for filling out job applications:

1. Read the directions carefully. Follow the directions carefully.

   Read EVERYTHING before you write one thing on the form. If you do not follow directions on an application form, the employer may think you won't follow directions on the job. If you have questions, be sure to ask the receptionist or secretary to help you.

   Here are some things to look for:

   a. Which name goes first--first/middle/last or last/first/middle.

   b. Must you print the application form, or can you write it?

   c. In what order must you put down past work experience--most recent job first?

   d. Do you need the addresses of schools on the form?

   e. Do you need to attach any other papers to the form--references, copies of licenses, resumé.

2. Fill the form in neatly and accurately.

   Here are some suggestions to help you have a neat, accurate form:

   a. Practice filling in application forms so that you know your information well.

   b. Use a pen with blue or black ink. Do not use pencil or bright-colored ink.

c. Be sure you have all information with you that you may need to put on the form.

- Copy of your resumé
- Social Security card
- High school transcript of courses
- List of references
- List of all past schools, including addresses and dates of attendance
- List of all past jobs, including addresses, supervisors, dates and salaries.

d. Be consistent in writing or printing and in the abbreviations you use.

e. Spell everything correctly. If you are not sure about a word, try to use another word that you can spell and that means the same.

f. Answer every question. If you have nothing to put in that space, use something to show you read the question and did not skip it.

N/A = not applicable (doesn't fit you)
No = if there is a place for "yes" or "no" answers
--- = a short line shows you have nothing to fill in, but you read the question.

3. Be honest about everything you put on the form.

At the end of most application forms is a place where you sign to indicate that everything is true. You could be fired if the employer finds out later that you have given false information on the form.

If you are careless or dishonest in filling out an application form, your references or former employers may be put in an embarrassing situation when the new employer contacts them.

PARTS OF APPLICATION FORMS

There are many kinds of application forms. Some are very simple, one-page questionnaires. Others can be long, complicated, and very detailed. Most are somewhere in between.

There are usually at least six parts in an application form. Here is a list of the parts and some of the vocabulary you might find.

1. Personal Information

a. Applicant - person applying for the job (you).

b. Citizen (citizenship) - country where you were born, or where you became a citizen.

c. Dependents - people who depend on you for support.

d. Maiden name - woman's name before marriage

e. Marital status - married or not married, e.g., single, married, separated, divorced, widowed.

f. Permanent address - home address where you can always be contacted.

g. Physical handicaps (disabilities, defects) - explain any disability that might affect the job you are applying for: e.g., hearing loss if use of the phone is required in the job.

h. Present address - where you live now (this may be your temporary school address).

i. Previous address - place where you lived just before you moved to your present or permanent address.

j. sex - male (M) or female (F).

k. spouse - name of your husband or wife.

l. Visa - if you are not a citizen of the U.S., you must have a Visa (paper) telling your status in the USA.

2. Education

a. Attend (ed) - how long you went to the school ex. "dates attended" - 9/81 - 9/84 "no. of years attended" - 3.

b. Degree - high school diploma, B.A., M.A., Ph.D., B.S., M.S.,

c. G.E.D. - high school equivalency examination

d. Grade Point Average (GPA) - average of grades in high school or college.

e. Graduate school - education beyond a 4-year college.

f. Grammar school - elementary school.

g. Location - addresses of the schools.

h. Transcript - list of courses taken in high school or college.

3. Work Experience

a. Employer - person or company that hired you.

b. Company (firm) - name and address of place where you worked.

c. Duties - tasks or responsibilities you had on the job.

d. Position - job title.

e. Qualifications - skills or aptitudes you have.

f. Supervisor - person directly responsible for your work.

4. Military Service

a. Draft status - if you are male and over 18 years of age, you will have a card or letter giving your draft status.

b. Veteran - person who has been in the military service in the past.

5. References

a. Reference - name of a person who can give information about you.

b. Years acquainted - how many years the person has known you.

6. Questions about the job you want, and a statement to sign saying the application is correct.

a. Referred - "who referred you to this job?" means "who told you about this job?"

b. Relocate - are you willing to move to another city or state to work for the company?

c. Salary expected - amount of pay you wish to earn on the new job. You may say "open" if you do not know how much to request.

d. Shift work - time of day or night you would be willing to work.

e. Signature - sign your full, legal name. Do not print or use a nickname.

SAMPLE APPLICATION FORMS

On the next few pages are examples of completed application forms. They are all filled in by the same person.

Read these sample forms and circle anything you do not understand or want to have explained. Ask your teacher any questions you may have about these forms.

When you are satisfied that you understand the application forms, and have collected all the necessary information about yourself, please turn to page 121.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE 3/21/84

NAME Simpson (LAST) Ruth (FIRST) Ann (MIDDLE)

SOCIAL SECURITY NUMBER 131-62-4997

PRESENT ADDRESS 800 Florida Ave. NE, MSSD (STREET) Wash., (CITY) D.C. (STATE) 20002

PERMANENT ADDRESS 1044 Elmwood Rd. (STREET) Oak Park (CITY) ILL. (STATE) 53204

PHONE NO 216-162-4893 ARE YOU 18 YEARS OR OLDER Yes ☐ No ☒

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height ______ feet ______ inches

☒ Citizen of U.S. ✓ Yes ____ No

☐ Weight ______ lbs.

☐ Date of Birth* ____________

☒ What Foreign Languages do you speak fluently? None Read ______ Write ______

☐ ____________________

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EMPLOYMENT DESIRED

POSITION File Clerk DATE YOU CAN START 6/18/84 SALARY DESIRED $4.00/hr.

ARE YOU EMPLOYED NOW? No IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? No WHERE? WHEN?

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL	Hatch School Oak Park, ILL	6	Yes	
HIGH SCHOOL	MSSD Washington, D.C. 20002	3	No	general
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK Enjoy Business Education courses

U.S. MILITARY OR NAVAL SERVICE N/A RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

(CONTINUED ON OTHER SIDE)

LAST

FIRST

MIDDLE

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM 9/83 TO Present	MSSD, Washington, DC.	Vol.	Library Aide	summer
FROM 6/83 TO 8/83	Radio Shack, Oak Park, IL	$4.00	Stock Clerk	School
FROM 9/79 TO 6/83	Mrs. F. Harris, Oak Park, IL	$2.50	Babysitter	School
FROM TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1 Ms. Mary taylor	MSSD, 800 Florida NE Washington, DC 20002	Advisor	3
2 Mr. Gary OTT	MSSD, 800 Florida NE Washington, DC 20002	Counselor	3
3 Mr. Steve Barry	MSSD, 800 Florida NE Washington, DC 20002	Resident Advisor	1

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? ☐ Yes ☒ No

PLEASE DESCRIBE:

IN CASE OF EMERGENCY NOTIFY Mrs. J. Simpson 1044 Elmwood Rd. 162-4893
NAME ADDRESS PHONE NO.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE 3/21/84 SIGNATURE Ruth Simpson

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED: ☐ Yes ☐ No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

Standard Form 171

Application for Federal Employment

(Formerly **Personal Qualifications Statement)**

Read the Following Instructions Carefully Before You Complete This Application

- **DO NOT SUBMIT A RESUME INSTEAD OF THIS APPLICATION.**
- TYPE OR PRINT CLEARLY IN DARK INK If you need more space for an answer, continue in item **47** on page 4 or use a sheet of paper the same size as this page On **each** sheet write your name, Social Security Number, and the announcement number or job title Attach all sheets to this application at the top of page 3
- If you do not answer **all** questions fully and correctly, you may delay our review of your application and lose job opportunities
- Unless we ask for additional material in the announcement or qualification information, **do not attach** any materials, such as: official position descriptions, performance evaluations, letters of recommendation, certificates of training, publications, etc Any materials you attach which we did not ask for may be removed from your application and will **not** be returned to you
- We suggest that you **keep a copy** of this application for your use If you plan to make copies of your application, we suggest you leave items **1, 2, 48** and **49** blank Complete these blank items each time you apply **YOU MUST SIGN AND DATE, IN INK, EACH COPY YOU SUBMIT.**
- **If you are applying for a specific Federal civil service examination** (whether or not a written test is required):
  - Read the announcement and other material provided Make sure that your work experience and/or education meet the qualifications described
  - Make sure that you are allowed to apply at this time Civil service examinations may be closed to receipt of new applications for specific types of jobs, grade levels, and/or geographic locations Follow any directions on "How to Apply".
  - If a written test is required, follow the instructions on your admission card (for example: "Bring a completed SF171 to the test")
  - If a written test is **not** required, mail this application to the address in the announcement
  - Include all forms required by the announcement
- **If you are applying for a specific vacancy in a Federal agency:**
  - Study the vacancy announcement to make sure that you meet the qualifications for the job **and** are allowed to apply Some jobs are limited to people who work for the Federal Government, have worked for the Federal Government in the past, or have an application on file with the Office of Personnel Management.
  - Mail this application to the address in the vacancy announcement.
  - Include all forms that are required by the announcement.
- If you change your address, notify all offices that have your application. Always include your Social Security Number.

Work Experience (Item 24)

- Carefully complete each experience block you need to describe your work experience Unless you qualify based on education alone, **your rating will depend on your description of previous jobs. Do not leave out any jobs you held during the last ten years.**
- Under **Description of Work,** write a **clear** and **brief**, but **complete** description of your **major** duties and responsibilities for each job. Include any supervisory duties, special assignments, and your accomplishments in the job We may verify your description with your former employers
- If you had a major change of duties or responsibilities while you worked for the same employer, describe each major change as a separate job.
- Write in each experience block your name at that time, **if** it is different from the name you currently use. Show your former name in parentheses on the first line under **Description of Work**

Veteran Preference (Item 22)

- DO NOT LEAVE **22** blank. If you do **not** claim veteran preference, place an "X" in box number **1**, "NO PREFERENCE".
- You **cannot** receive veteran preference if you are retired, or plan to retire, at or above the rank of major or lieutenant commander, **unless** you have a service-connected disability (see "10-POINT PREFERENCE" below)
- Some Vietnam Era and disabled veterans qualify for special hiring programs More information is available from any Federal Job Information Center.
- **5-POINT PREFERENCE**. If you claim 5-point preference you must have:
  - Received an honorable or general discharge *(a clemency discharge does **not** meet the requirements of the Veteran Preference Act)*: **and**
  - Served on active duty anytime between December 7, 1941, and July 1, 1955; **or**
  - Served more than 180 consecutive days of active duty, any part of which was after January 31, 1955, and before October 15, 1976 *(do **not** count active duty for training under the "6-month" Reserve or National Guard programs)*; **or**
  - Served in a military action for which you received or were entitled to receive a Campaign Badge or Expeditionary Medal. Write the names of your Campaign Badges and Expeditionary Medals in **47**.

  If you claim 5-point preference place an "X" in box number **2**, "5-POINT PREFERENCE".
- **10-POINT PREFERENCE.** If you claim 10-point preference you must meet the requirements for **one** of the groups below, as described in the Standard Form 15, Application for 10-Point Veteran Preference (SF-15). The SF-15 is available by mail from any Federal Job Information Center.
  - Non-Compensably Disabled or Purple Heart Recipient;
  - Compensably Disabled (less than 30%);
  - Compensably Disabled (30% or more);
  - Spouse, Widow(er), or Mother of a deceased or disabled veteran.

  If you claim 10-point preference, place an "X" in the box that applies to you (**3** or **4** or **5** or **6**). ATTACH A COMPLETED SF-15 TO THIS APPLICATION, TOGETHER WITH THE PROOF REQUESTED IN THE SF-15

Privacy Act Statement

The Office of Personnel Management is authorized to rate applicants for Federal jobs under sections 1302, 3301, and 3304 of title 5 of the U.S. Code. Section 1104 of title 5 allows the Office of Personnel Management to authorize other Federal agencies to rate applicants for Federal jobs. We need the information you put on this form and associated application forms to see how well your education and work skills qualify you for a Federal job. We also need information on matters such as citizenship and military service to see whether you are affected by laws we must follow in deciding who may be employed by the Federal Government.

We must have your Social Security Number (SSN) to keep your records straight because other people may have the same name and birthdate. The SSN has been used to keep records since 1943, when Executive Order 9397 asked agencies to do so. The Office of Personnel Management may also use your SSN to make requests for information about you from employers, schools, banks, and others who know you, but only as allowed by law or Presidential directive. The information we collect by using your SSN will be used for employment purposes and also for studies and statistics that will not identify you.

Information we have about you may also be given to Federal, State and local agencies for checking on law violations or for other lawful purposes. We may send your name and address to State and local Government agencies, Congressional and other public offices, and public international organizations, if they request names of people to consider for employment. We may also notify your school placement office if you are selected for a Federal job.

Giving us your SSN or any of the other information is voluntary. However, we cannot process your application, which is the first step toward getting a job, if you do not give us the information we request.

DETACH THIS PAGE • NOTE ADDITIONAL WORK EXPERIENCE BLOCKS ON BACK

Application for Federal Employment--SF 171

Read the instructions before you complete this application. *Type or print clearly in dark ink.*

Form Approved
OMB No 3206-0012

GENERAL INFORMATION

1 What kind of job are you applying for? *Give title and announcement number (if any)*
File Clerk

2 If the announcement lists several job titles, which jobs are you applying for?

3 Social Security Number: 131 | 62 | 4997

4 Birth date *(Month, Day, Year)*: 2 - 4 - 71

5 Name *(Last, First, Middle)*: Simpson, Ruth Ann
Street address or RFD number *(include apartment number, if any)*: 1044 Elmwood Rd.
City: Oak Park. State: IL ZIP Code: 53204

6 Other names ever used: —

7 Sex *(for statistical use)*: ☐ Male ☒ Female

8 Home Phone: Area Code 216 Number 162-4893

9 Work Phone: Area Code Number N/A Ext

10 Were you ever employed as a civilian by the Federal Government? If **"NO"**, go to **11**. If **"YES"**, mark each type of job you held with an **"X"**.
☐ Temporary ☐ Career-Conditional ☐ Career ☐ Excepted
What is your highest grade, classification series and job title?
—
Dates at highest grade: FROM TO

11 Do you have any applications for Federal employment on file with the U.S. Office of Personnel Management? If **"NO"**, mark here ☐ and go to **12**. If **"YES"**, write below and continue in **47** the information for each application: (a) the name of the office that has your application; (b) the title of the job; (c) the date of your Notice of Results, and (d) your rating.
—

AVAILABILITY

12 When can you start work? *(Month and Year)*: June '87

13 What is the **lowest** pay you will accept? Pay $ 4.00 per hr. **OR** Grade

14 Are you willing to work:	YES	NO
A. In the Washington, D.C., metropolitan area?		☒
B. Outside the 50 United States?		☒
C. Any place in the United States?		☒
D. Only in *(list the location[s])* Chicago, IL, area		

		YES	NO
15 Are you willing to work:	A. 40 hours per week (full-time)?	☒	
	B. 25-32 hours per week (part-time?)	☒	
	C. 17-24 hours per week (part-time)?	☒	
	D. 16 or fewer hours per week (part-time)?	☒	
	E. In an intermittent job (on-call/seasonal)?		☒
	F. Weekends, shifts, or rotating shifts?		☒
16 Are you willing to take a temporary job lasting:	A. 5 to 12 months (sometimes longer)?		☒
	B. 1 to 4 months?	☒	
	C. Less than 1 month?	☒	
17 Are you willing to travel away from home for:	A. 1 to 5 nights each month?		☒
	B. 6 to 10 nights each month?		☒
	C. 11 or more nights each month?		☒

THE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER

DO NOT WRITE IN THIS AREA

FOR USE OF EXAMINING OFFICE ONLY

Material ☐ Submitted ☐ Returned
Entered register
Notations
Form reviewed
Form approved

Option	Grade	Earned Rating	Preference	Aug Rating
			☐ 5 Points (Tent.)	
			☐ 10 Pts. (30% Or More Comp. Dis.	
			☐ 10 Pts. Less Than 30% Comp. Dis.	
			☐ Other 10 Points	
			☐ Disallowed	

Initials and Date ☐ Being Investigated

ANNOUNCEMENT NO.

APPLICATION NO.

FOR USE OF APPOINTING OFFICER ONLY

Preference has been verified through proof that the separation was under honorable conditions, and other proof as required.

☐ 5-Point ☐ 10-Point—30% or More Compensable Disability ☐ 10-Point—Less Than 30% Compensable Disability ☐ 10-Point—Other

Signature and Title

Agency
Date

MILITARY SERVICE AND VETERAN PREFERENCE

	YES	NO
18 Have you served on active duty in the United States Military Service? *If your only active duty was training in the Reserves or National Guard, answer "NO".* If **"NO"**, go to **22**		☒
19 Were you honorably discharged from the military service? *If your discharge was changed to "honorable" or "general" by a Discharge Review Board, answer "YES". If you received a clemency discharge, answer "NO".* If **"NO"**, explain in **47**		
20 Did you or will you retire at or above the rank of major or lieutenant commander?		

21 List the dates, branch, and serial number for all active duty service

FROM	TO	BRANCH OF SERVICE	SERIAL NUMBER

22 Place an "X" in the box next to your Veteran Preference claim. Mark only **one** box. *See the instructions for eligibility information.*

☒ NO PREFERENCE
2 5-POINT PREFERENCE—You must show proof when you are hired.
10-POINT PREFERENCE—If you claim 10-point preference, you must complete a Standard Form 15, which is available at any Federal Job Information Center. ATTACH THE COMPLETED SF 15 TO THIS APPLICATION, TOGETHER WITH THE PROOF REQUESTED IN THE SF 15.
3 Non-compensably disabled or Purple Heart recipient.
4 Compensably disabled (less than 30%).
5 Spouse, widow(er), or mother.
6 Compensably disabled (30% or more).

WORK EXPERIENCE *If you have no work experience, write "NONE" in A below and go to 25 on page 3*

23 May we ask your present employer about your character, qualifications and work record? A "NO" will not affect our review of your qualifications. If you answer "NO" and we need to contact your present employer before we can offer you a job, we will contact you first.

YES	NO
☒	☐

24 READ **WORK EXPERIENCE** ON THE INSTRUCTION PAGE BEFORE YOU BEGIN

- Describe your current or most recent job in Block **A** and work backwards, describing each job you held **during the past 10 years**
- You may sum up in one block work that you did **more than 10 years ago**. But, if that work **is related** to the type of job you are applying for, describe each related job in a separate block.
- If you were **unemployed** for longer than **3 months**, list the dates and your address(es) at that time in **47**. Do **not** list unemployment that was more than 10 years ago
- INCLUDE VOLUNTEER WORK *(non-paid work)*—**If the work** *(or a part of the work)* **is like the job you are applying for,** complete **all** parts of the experience block just as you would for a paying job. You may receive credit for work experience with religious, community, welfare, service, and other organizations
- INCLUDE MILITARY SERVICE—You should complete **all** parts of the experience block just as you would for a non-military job, including all supervisory experience. Describe each major change of duties or responsibilities in a separate experience block.
- IF YOU NEED MORE EXPERIENCE BLOCKS OR MORE SPACE TO DESCRIBE A JOB—**For more blocks**, use the SF 171-A or sheets of paper the same size as this page (be sure to include **all** information we ask for in **A** or **B** below). On **each** sheet show your name, Social Security Number, and the announcement number or job title. **For more space** continue in **47** or on a sheet of paper as described above.
- IF YOU NEED TO UPDATE (ADD MORE RECENT JOBS), use the SF 172 or a sheet of paper as described above.

A

Name and address of employer's organization *(include ZIP Code, if known)* Model Secondary School for the Deaf 800 Florida Ave. NE Washington, DC 20002	Dates employed *(give month and year)* From 9/86 To present Salary or earnings volunteer Starting $ per Ending $ per	Average number of hours per week 5 Place of employment City Washington State DC
Exact title of your job Library Aide	Your immediate supervisor Name S. Short Area Code Telephone Number (202) 651-5801	Number and job titles of any employees you supervise(d) 0
Kind of business or organization *(manufacturing, accounting, social service, etc.)* Educational	If Federal employment *(civilian or military)*, list series, grade or rank, and the date of your last promotion N/A	Your reason for wanting to leave summer vacation

Description of work: Describe your specific duties, responsibilities and accomplishments in this job. *If you describe more than one type of work (for example, carpentry and painting or personnel and budget), write the approximate percentage of time you spent doing each*

shelve books, check out books
type and file cards, assist students

For Agency Use (skill codes, etc.)

B

Name and address of employer's organization *(include ZIP Code, if known)* Radio Shack 110 Lake Ave. Oak Park, IL 53201	Dates employed *(give month and year)* From 6/86 To 8/86 Salary or earnings Starting $ 4.00 per hr Ending $ 4.00 per hr	Average number of hours per week 40 Place of employment City Oak Park State IL
Exact title of your job Stock clerk	Your immediate supervisor Name Mr. Jones Area Code Telephone Number 216 342-0168	Number and job titles of any employees you supervised 0
Kind of business or organization *(manufacturing, accounting, social service, etc.)* Sales	If Federal employment *(civilian or military)*, list series, grade or rank, and the date of your last promotion N/A	Your reason for leaving School

Description of work: Describe your specific duties, responsibilities and accomplishments in this job. *If you describe more than one type of work (for example, carpentry and painting or personnel and budget), write the approximate percentage of time you spent doing each*

Check in orders, put on shelves,
Keep inventory, pack materials ordered

For Agency Use (skill codes, etc.)

FOR MORE EXPERIENCE BLOCKS SEE SF 171-A ON BACK OF INSTRUCTION PAGE

Standard Form 171-A—Continuation Sheet for SF 171

Form Approved:
OMB No. 3206-0012

• Attach all SF 171-A's to your application at the top of page 3.

1. Name *(Last, First, Middle)* Simpson, Ruth Ann

2. Social Security Number 131-62-4997

3. Job Title or Announcement Number You Are Applying For File Clerk

4. Date Completed 3/21/87

ADDITIONAL WORK EXPERIENCE BLOCKS IF NEEDED

☐

Name and address of employer's organization *(include ZIP Code, if known)*
Mrs. Jane Harris
264 Maple St.
Oak Park, IL 53204

Dates employed *(give month and year)* From 9/82 To 6/86

Average number of hours per week 6

Salary or earnings
Starting $ 1.50 per hr.
Ending $ 2.50 per hr.

Place of employment
City Oak Park
State IL

Exact title of your job Babysitter

Your immediate supervisor
Name Mrs. Harris Area Code 216 Telephone Number 162-3128

Number and job titles of any employees you supervised 0

Kind of business or organization *(manufacturing, accounting, social service, etc.)* Home

If Federal employment *(civilian or military)* list series, grade or rank, and the date of your last promotion N/A

Your reason for leaving School

Description of work: Describe your specific duties, responsibilities and accomplishments in this job. *If you describe more than one type of work (for example, carpentry and painting, or personnel and budget), write the approximate percentage of time you spent doing each.*

Care of two small children, part time

For Agency Use (skill codes, etc.)

☐

Name and address of employer's organization *(include ZIP Code, if known)*

Dates employed *(give month and year)* From To

Average number of hours per week

Salary or earnings
Starting $ per
Ending $ per

Place of employment
City
State

Exact title of your job

Your immediate supervisor
Name Area Code Telephone Number

Number and job titles of any employees you supervised

Kind of business or organization *(manufacturing, accounting, social service, etc.)*

If Federal employment *(civilian or military)* list series, grade or rank, and the date of your last promotion

Your reason for leaving

Description of work: Describe your specific duties, responsibilities and accomplishments in this job. *If you describe more than one type of work (for example, carpentry and painting, or personnel and budget), write the approximate percentage of time you spent doing each.*

For Agency Use (skill codes, etc.)

HE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER
PREVIOUS EDITION USABLE NSN 7540-00-935-7157

Standard Form 171-A (Rev. 2/84)
Office of Personnel Management

ATTACH ANY ADDITIONAL FORMS AND SHEETS HERE

EDUCATION

25 Did you graduate from high school? *If you have a GED high school equivalency or will graduate within the next nine months, answer* **"YES"**

YES ☐ If **"YES"**, give month and year of graduation ______

NO ☒ If **"NO"**, give the highest grade you completed 11

26 Write the name and location *(city and state)* of the last high school you attended

MSSD, Washington DC 20002

27 Have you ever attended college or graduate school?

YES ☐ If **"YES"**, continue with **28**

NO ☒ If **"NO"**, go to **31**

28 NAME AND LOCATION *(city, state and ZIP code)* OF COLLEGE OR UNIVERSITY *If you expect to graduate within nine months, give the* **month** *and* **year** *you expect to receive your degree*

NAME AND LOCATION	MONTH AND YEAR ATTENDED		NO. OF CREDITS COMPLETED		TYPE OF DEGREE *(e.g. BA, MA)*	YEAR OF DEGREE
	From	To	Semester Hours	OR Quarter Hours		
1) N/A						
2)						
3)						

29 CHIEF UNDERGRADUATE SUBJECTS *Show major on the first line*	NO. OF CREDITS COMPLETED	
	Semester Hours	OR Quarter Hours
1)		
2)		
3)		

30 CHIEF GRADUATE SUBJECTS *Show major on the first line*	NO. OF CREDITS COMPLETED	
	Semester Hours	OR Quarter Hours
1)		
2)		
3)		

31 Have you completed any other courses or training **related to the kind of jobs you are applying for** *(for example, trade, vocational, Armed Forces, or business)?* **YES** ☐ **NO** ☐

If **"YES"**, give the information requested below. *(More courses?—Use a sheet of paper)*

If **"NO"**, go to **32**.

MONTH AND YEAR TRAINING COMPLETED	TOTAL CLASSROOM HOURS	SUBJECT(S)	NAME AND LOCATION OF SCHOOL *(City, state, and ZIP code, if known)*	CERTIFICATE, DIPLOMA, etc. *(if any)*
1)				
2)				
3)				

SPECIAL SKILLS, ACCOMPLISHMENTS AND AWARDS

32 List your special qualifications, skills or accomplishments that may help you get a job. *Some examples are: skills with machines; most important publications (do not submit copies); public speaking and writing experience; membership in professional or scientific societies; patents or inventions; etc.*

Have used Apple and IBM computers.
Sign Language skills

33 How many words per minute can you

TYPE?	TAKE DICTATION?
35	—

Agencies may test your skills before hiring you.

34 List **job-related** licenses or certificates that you have, such as: *registered nurse, lawyer, radio operator, driver's, pilot's, etc.*

LICENSE OR CERTIFICATE	DATE OF LATEST LICENSE OR CERTIFICATE	STATE OR OTHER LICENSING AGENCY
1) —		
2)		

35 Do you speak or read a language other than English *(include sign language)?* ***Applicants for jobs that require a language other than English may be given an interview conducted solely in that language.*** **YES** ☐ **NO** ☐

If **"YES"**, list each language and place an **"X"** in each column that applies to you.

If **"NO"**, go to **36**.

LANGUAGE(S)	CAN PREPARE AND GIVE LECTURES		CAN SPEAK AND UNDERSTAND		CAN TRANSLATE ARTICLES		CAN READ ARTICLES FOR OWN USE	
	Fluently	With Difficulty	Fluently	Passably	Into English	From English	Easily	With Difficulty
1) American Sign Lang.	✓		✓					
2)								

36 List any honors, awards, or fellowships you have received. For each, give the year it was received.

Student Leadership Program - 1986
Letter in Track - 1985 and 1986

REFERENCES

37 List three people who are **not** related to you and who know your qualifications and fitness for the kind of job(s) for which you are applying. **Do not** list supervisors you listed under **24**.

FULL NAME OF REFERENCE	PRESENT BUSINESS OR HOME ADDRESS *(Number, street, city, state, and ZIP code)*	TELEPHONE NUMBER(S) *(Include area code)*	BUSINESS OR OCCUPATION
1) Mrs. Mary Taylor	MSSD, 800 Florida Ave. Washington DC 20002	202 651-5801	Advisor
2) Mr. Gary Ott	same	same	Counselor
3) Mr. David Miller	1086 Elmwood Oak Park, IL 53204	216 558-6526	Manager

BACKGROUND INFORMATION—*You must answer each question in this section before we can process your application*

Place an "X" in the proper column for each question below

		YES	NO
38	Are you a citizen of the United States? If "**NO**", write the country or countries you are a citizen of	☒	☐

Important note about questions 39 through 44 We will consider the date, facts, and circumstances of each event you list. In most cases you can still be considered for Federal jobs. However, if you fail to tell the truth or fail to list all relevant events, this failure may be grounds for not hiring you, for firing you after you begin work, or for criminal prosecution (18 USC 1001).

		YES	NO
39	During the last **10 years**, were you **fired from any job** for any reason, did you **quit after being told that you would be fired**, or did you leave by mutual agreement because of specific problems? **If "YES"**, use **47** to write for each job *a) the name of the employer, b) the approximate date you left the job, and c) the reason(s) why you left*	☐	☒

When answering questions 40 through 44 you may omit: 1) traffic fines of $100.00 or less, 2) any violation of law committed before your 18th birthday, if finally decided in juvenile court or under a youth offender law, 3) any conviction set aside under the Federal Youth Corrections Act or similar State law, 4) any conviction whose record was expunged under Federal or State law

		YES	NO
40	Have you **ever** been convicted of or forfeited collateral for **any felony**? *A felony is defined as any violation of law punishable by imprisonment of longer than one year, except for violations called misdemeanors under State law which are punishable by imprisonment of two years or less*	☐	☒
41	Have you **ever** been convicted of or forfeited collateral for any **firearms** or **explosives** violation?	☐	☒
42	During the last **10 years** have you forfeited collateral, been convicted, been imprisoned, been on probation, or been on parole? Do **not** include violations reported in **40** or **41** above	☐	☒
43	Are you **now** under charges for **any** violation of law?	☐	☒
44	Have you **ever** been convicted by a **court-martial**? If no military service, answer "NO"	☐	☒

IF YOU ANSWERED "YES" TO 40, 41, 42, 43, or 44, GIVE DETAILS IN 47. For each violation write the *1) date, 2) charge, 3) place, 4) court, and 5) action taken*

		YES	NO
45	Do any of your relatives work for the United States Government or the United States Armed Forces? Include *father, mother, husband, wife, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, and half sister* **If "YES"**, use **47** to write for each of these relatives, their *a) name, b) relationship, c) department, agency, or branch of the Armed Forces.*	☐	☒
46	Do you receive, or have you ever applied for retirement pay, pension, or other pay based on military, Federal civilian, or District of Columbia Government service?	☐	☒

ADDITIONAL SPACE FOR ANSWERS

47 Write the number to which each answer applies. **If you need more space,** use sheets of paper the same size as this page. On each sheet write your name, Social Security Number, and the announcement number or job title. Attach all additional sheets at the top of page 3.

SIGNATURE, CERTIFICATION, AND RELEASE OF INFORMATION

YOU MUST SIGN THIS APPLICATION. Read the following carefully before you sign.

A false statement on any part of your application may be grounds for not hiring you, or for firing you after you begin work. Also, you may be punished by fine or imprisonment (U.S. Code, Title 18, Section 1001).

I understand that any information I give may be investigated as allowed by law or Presidential order.

I consent to the release of information about my ability and fitness for Federal employment **by** *employers, schools, law enforcement agencies and other individuals and organizations,* **to** *investigators, personnel staffing specialists, and other authorized employees of the Federal Government*

I certify that, to the best of my knowledge and belief, **all** of my statements are true, correct, complete, and made in good faith.

48 SIGNATURE *(Sign each application in dark ink)* Ruth Ann Simpson	**49** DATE SIGNED *(Month, day, year)* 3/21/87

☆U.S. GOVERNMENT PRINTING OFFICE: 1984 421 525 184

APPLICATION FORM PRACTICE

Now that you have seen examples of completed employment application forms, it is time to practice filling in your own information. On the following pages are three different applications for you to complete.

1. The first application is a simple, one-page form.

2. The second application is two pages long. It was specifically designed for Gallaudet University.

3. The third form is the four-page federal application form used to apply for government jobs. It is more complicated. The first two pages are directions for you to follow.

Practice completing these forms. Use the information you collected to develop your resume for Chapter IV. Take your time and try to make the forms as accurate, complete, and neat as possible.

If you have any questions, ask your teacher--just as you will ask the secretary or receptionist in a personnel office when you actually apply for a job.

Practice Application 1

APPLICATION FOR EMPLOYMENT

Date ____________ 19____

Name (Last Name First) ____________ Birth Date: Mo. ______ Day ____ Year ____

Address ____________ Telephone ____________ Soc. Sec. No. ____________

How long have you lived at this address? ____________ Citizen? ______

Male ______ Female ______ Weight ______ Height ______ Any serious illness? ____________

Single ______ Married ______ Other ____________ No. Children ______ Ages ______

Other Dependents ______ Explain ____________

What kind of work are you applying for? ____________

What special qualifications do you have? ____________

What office machines can you operate? ____________

Who referred you to us? ____________

Do you have any relatives working for this Company? ______ Who? ____________

U. S. MILITARY SERVICE RECORD

Have you served in the U. S. Armed Forces? ____________ From ______ 19____ To ______ 19____

Branch of Service ____________ Duties ____________

Rank or rating at time of enlistment ____________ Rating at time of discharge ____________

Type of discharge ____________ Any disability? ____________

EDUCATION

SCHOOL	DATE		NAME OF SCHOOL	CITY	COURSE	DID YOU GRADUATE?
	FROM	TO				
GRAMMAR						
HIGH						
COLLEGE						
OTHER						

EXPERIENCE

NAME AND ADDRESS OF COMPANY (ENTER LAST JOB FIRST)	DATE		LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING
	FROM	TO				

REFERENCES

NAME (NOT RELATIVES)	ADDRESS	OCCUPATION

APPLICANT'S SIGNATURE ____________

USE BACK FOR FURTHER INFORMATION

PRINTED IN U.S.A

Practice Application 2

GALLAUDET UNIVERSITY

KENDALL GREEN • 800 FLORIDA AVENUE NE
WASHINGTON, DC 20002

POSITION DESIRED: ____________________

SALARY DESIRED: ____________ per ____________
optional

OFFICE USE ONLY

POSITION ____________

DATE ____________

NAME ____________ (Last) ____________ (First) ____________ (Middle Initial)

EMPLOYMENT APPLICATION

NAME: (Last) (First) (Middle Initial) Social Security Number

MAILING ADDRESS: (Number) (Street) (Apt.) (Box) Area Code Home Telephone

CITY STATE ZIP CODE Area Code Business Telephone

YES ☐ NO ☐ Are you over 18 years old?

YES ☐ NO ☐ Are you a U.S. citizen? If no, what is your visa or alien registration number? ____________

YES ☐ NO ☐ Do you have any physical limitations or health problems which would limit your assignment(s)?

If YES, please explain: ____________

Have you ever been convicted of an offense against the law? (You may omit (1) minor traffic violations (2) any offense committed before your 18th birthday which was adjudicated in a juvenile court.)

YES ☐ NO ☐ If YES, explain: ____________

EDUCATION

SCHOOL AND LOCATION	FROM MO — YR	TO MO — YR	GRADUATE		MAJOR
			Yes ✓	No ✓	
GED:					
HS:					
COLLEGE:					
POST GRADUATE:					
DEGREE AWARDED:					

MILITARY SERVICE

U.S. Military Service—Branch	From	To	Rank Upon Discharge

Describe Service Duties Briefly

Describe U.S. Military or National Guard Service *(Give organization, rank and dates)*

GENERAL INFORMATION

Do you have any relatives working for Gallaudet? If YES, list:

NAME	RELATIONSHIP	NAME	RELATIONSHIP

Do you have any sign language skills?

☐ YES ☐ NO If YES, please describe: ____________

Have you previously been employed by Gallaudet University?

☐ Yes ☐ No

How did you learn of this position? ____________

Gallaudet University is an Equal Opportunity Employer/Educational Institution and does not discriminate in any of the educational programs or activities which it operates. Programs and services offered by Gallaudet University receive substantial financial support from the U.S. Department of Education. Individuals presently receiving a disability or retirement annuity from civil service are only eligible to earn the difference between their annual salary and the amount of their annuity.

To aid in our verification efforts, please list any other name(s) used while employed (i.e. maiden name, legal name change, etc.):

EXPERIENCE: *List most recent employer first. Include period(s) of U.S. military service (use additional sheets if necessary).*

From ______ mo—yr	Employer ______	Duties ______
To ______ mo—yr	Address ______	
Salary ______	City & State ______ Zip ______	
☐ hourly	Type of Business ______	
☐ yearly	Supervisor(s) ______ Phone ______	
Title(s) ______	Reason for leaving ______	
		May we contact this employer? YES ☐ NO ☐
From ______ mo—yr	Employer ______	Duties ______
To ______ mo—yr	Address ______	
Salary ______	City & State ______ Zip ______	
☐ hourly	Type of Business ______	
☐ yearly	Supervisor(s) ______ Phone ______	
Title(s) ______	Reason for leaving ______	
From ______ mo—yr	Employer ______	Duties ______
To ______ mo—yr	Address ______	
Salary ______	City & State ______ Zip ______	
☐ hourly	Type of Business ______	
☐ yearly	Supervisor(s) ______ Phone ______	
Title(s) ______	Reason for leaving ______	
From ______ mo—yr	Employer ______	Duties ______
To ______ mo—yr	Address ______	
Salary ______	City & State ______ Zip ______	
☐ hourly	Type of Business ______	
☐ yearly	Supervisor(s) ______ Phone ______	
Title(s) ______	Reason for leaving ______	

SKILLS: List any skills, training or other qualifications which you feel are applicable to the position for which you have applied:

TYP WPM ______ SHT WPM ______

I authorize verification of all statements contained in this application for employment including authority to request educational transcripts. It is agreed that any misrepresentation or omission of pertinent facts may be considered cause for termination or the withdrawal of an offer of employment. Further, I agree to take a physical examination, if required, and recognize that any offer of employment may be contingent upon the results of such an examination.

SIGNATURE ______ DATE ______

GALLAUDET UNIVERSITY

KENDALL GREEN
800 FLORIDA AVENUE NE
WASHINGTON, DC 20002

APPLICATION DATA FORM

The Federal government under Executive Order 11246 requires the University to report sex and race/ethnic origin of applicants for employment. In addition, regulations implementing Section 503 of the Rehabilitation Act of 1973, as amended, and Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 require the University to invite applicants to identify themselves as disabled or Vietnam Era Veterans. Submission of information is voluntary, and failure to provide it will not subject you to any adverse treatment. Any information supplied will be kept confidential except as appropriate personnel may need to be informed of an individual's disability to make necessary accommodations or to protect health and safety and as government officials request such information to review the University's compliance with applicable executive orders and laws. Your cooperation is appreciated.

Name ______________________________ Social Security Number ____/____/____
LAST First M.I.

Address ____
Number Street City State Zip Code

Date of Application ____/____/____
Month Date Year

Position(s) Applied For ______________________ ______________________

Indicate how you learned of this vacancy:

☐ Gallaudet Posting/Job Recording
☐ Gallaudet Employee
☐ Direct Inquiry to Personnel
☐ Advertisement — please specify source ______________________
☐ Organization — please specify ______________________
☐ Other — please specify ______________________

Check if any of the following are applicable:

☐ Vietnam Era Veteran
☐ Disabled Veteran
☐ Disabled Individual
(Indicate type of disability)
☐ Visual
☐ Hearing
☐ Other
☐ Chronic Illness
☐ Mobility

Indicate sex and race/ethnic group:

☐ Male ☐ Female
☐ White, not of Hispanic Origin
☐ Black, not of Hispanic Origin
☐ Asian or Pacific Islander, including persons having origins in the Indian subcontinent
☐ Hispanic
☐ American Indian or Alaskan Native

Date of Birth ____/____/____
Month Date Year

WHITE COPY—Personnel Office YELLOW COPY—EEO Officer

Standard Form 171

Practice Application 3

Application for Federal Employment

(Formerly **Personal Qualifications Statement**)

Read the Following Instructions Carefully Before You Complete This Application

- **DO NOT SUBMIT A RESUME INSTEAD OF THIS APPLICATION.**
- TYPE OR PRINT CLEARLY IN DARK INK. If you need more space for an answer, continue in item **47** on page 4 or use a sheet of paper the same size as this page. On **each** sheet write your name, Social Security Number, and the announcement number or job title. Attach all sheets to this application at the top of page 3.
- If you do not answer **all** questions fully and correctly, you may delay our review of your application and lose job opportunities.
- Unless we ask for additional material in the announcement or qualification information, **do not attach** any materials, such as: official position descriptions, performance evaluations, letters of recommendation, certificates of training, publications, etc. Any materials you attach which we did not ask for may be removed from your application and will **not** be returned to you.
- We suggest that you **keep a copy** of this application for your use. If you plan to make copies of your application, we suggest you leave items **1, 2, 48** and **49** blank. Complete these blank items each time you apply. **YOU MUST SIGN AND DATE, IN INK, EACH COPY YOU SUBMIT.**
- **If you are applying for a specific Federal civil service examination** (whether or not a written test is required):
  - —Read the announcement and other material provided. Make sure that your work experience and/or education meet the qualifications described.
  - —Make sure that you are allowed to apply at this time. Civil service examinations may be closed to receipt of new applications for specific types of jobs, grade levels, and/or geographic locations. Follow any directions on "How to Apply".
  - —If a written test is required, follow the instructions on your admission card (for example: "Bring a completed SF171 to the test").
  - —If a written test is **not** required, mail this application to the address in the announcement.
  - —Include all forms required by the announcement.
- **If you are applying for a specific vacancy in a Federal agency:**
  - —Study the vacancy announcement to make sure that you meet the qualifications for the job **and** are allowed to apply. Some jobs are limited to people who work for the Federal Government, have worked for the Federal Government in the past, or have an application on file with the Office of Personnel Management.
  - —Mail this application to the address in the vacancy announcement.
  - —Include all forms that are required by the announcement.
- If you change your address, notify all offices that have your application. Always include your Social Security Number.

Work Experience (Item 24)

- Carefully complete each experience block you need to describe your work experience. Unless you qualify based on education alone, **your rating will depend on your description of previous jobs. Do not leave out any jobs you held during the last ten years.**
- Under **Description of Work**, write a **clear** and **brief**, but **complete** description of your **major** duties and responsibilities for each job. Include any supervisory duties, special assignments, and your accomplishments in the job. We may verify your description with your former employers.
- If you had a major change of duties or responsibilities while you worked for the same employer, describe each major change as a separate job.
- Write in each experience block your name at that time, **if** it is different from the name you currently use. Show your former name in parentheses on the first line under **Description of Work**.

Veteran Preference (Item 22)

- DO NOT LEAVE **22** blank. If you do **not** claim veteran preference, place an "X" in box number **1**, "NO PREFERENCE".
- You **cannot** receive veteran preference if you are retired, or plan to retire, at or above the rank of major or lieutenant commander, **unless** you have a service-connected disability (see "10-POINT PREFERENCE" below).
- Some Vietnam Era and disabled veterans qualify for special hiring programs. More information is available from any Federal Job Information Center.
- **5-POINT PREFERENCE.** If you claim 5-point preference you must have:
  - —Received an honorable or general discharge *(a clemency discharge does* ***not*** *meet the requirements of the Veteran Preference Act)*, **and**
  - —Served on active duty anytime between December 7, 1941, and July 1, 1955; **or**
  - —Served more than 180 consecutive days of active duty, any part of which was after January 31, 1955, and before October 15, 1976 *(do* ***not*** *count active duty for training under the "6-month" Reserve or National Guard programs)*; **or**
  - —Served in a military action for which you received or were entitled to receive a Campaign Badge or Expeditionary Medal. Write the names of your Campaign Badges and Expeditionary Medals in **47**.

  If you claim 5-point preference place an "X" in box number **2**, "5-POINT PREFERENCE".
- **10-POINT PREFERENCE.** If you claim 10-point preference you must meet the requirements for **one** of the groups below, as described in the Standard Form 15, Application for 10-Point Veteran Preference (SF-15). The SF-15 is available by mail from any Federal Job Information Center.
  - —Non-Compensably Disabled or Purple Heart Recipient;
  - —Compensably Disabled (less than 30%);
  - —Compensably Disabled (30% or more);
  - —Spouse, Widow(er), or Mother of a deceased or disabled veteran.

  If you claim 10-point preference, place an "X" in the box that applies to you (**3** or **4** or **5** or **6**). ATTACH A COMPLETED SF-15 TO THIS APPLICATION, TOGETHER WITH THE PROOF REQUESTED IN THE SF-15.

Privacy Act Statement

The Office of Personnel Management is authorized to rate applicants for Federal jobs under sections 1302, 3301, and 3304 of title 5 of the U.S. Code. Section 1104 of title 5 allows the Office of Personnel Management to authorize other Federal agencies to rate applicants for Federal jobs. We need the information you put on this form and associated application forms to see how well your education and work skills qualify you for a Federal job. We also need information on matters such as citizenship and military service to see whether you are affected by laws we must follow in deciding who may be employed by the Federal Government.

We must have your Social Security Number (SSN) to keep your records straight because other people may have the same name and birthdate. The SSN has been used to keep records since 1943, when Executive Order 9397 asked agencies to do so. The Office of Personnel Management may also use your SSN to make requests for information about you from employers, schools, banks, and others who know you, but only as allowed by law or Presidential directive. The information we collect by using your SSN will be used for employment purposes and also for studies and statistics that will not identify you.

Information we have about you may also be given to Federal, State and local agencies for checking on law violations or for other lawful purposes. We may send your name and address to State and local Government agencies, Congressional and other public offices, and public international organizations, if they request names of people to consider for employment. We may also notify your school placement office if you are selected for a Federal job.

Giving us your SSN or any of the other information is voluntary. However, we cannot process your application, which is the first step toward getting a job, if you do not give us the information we request.

DETACH THIS PAGE • NOTE ADDITIONAL WORK EXPERIENCE BLOCKS ON BACK

Application for Federal Employment—SF 171

Read the instructions before you complete this application. *Type or print clearly in dark ink.*

OMB No. 3206-0012

GENERAL INFORMATION

1 What kind of job are you applying for? *Give title and announcement number (if any)*

2 If the announcement lists several job titles, which jobs are you applying for?

3 Social Security Number

4 Birth date *(Month, Day, Year)*

5 Name *(Last, First, Middle)*

Street address or RFD number *(include apartment number, if any)*

City | State | ZIP Code

6 Other names ever used

7 Sex *(for statistical use)* ☐ Male ☐ Female

8 Home Phone
Area Code | Number

9 Work Phone
Area Code | Number | Ext

10 Were you ever employed as a civilian by the Federal Government? If **"NO"**, go to **11**. If **"YES"**, mark each type of job you held with an **"X"**.

☐ Temporary ☐ Career-Conditional ☐ Career ☐ Excepted

What is your highest grade, classification series and job title?

Dates at highest grade: FROM TO

11 Do you have any applications for Federal employment on file with the U.S. Office of Personnel Management? If **"NO"**, mark here ☐ and go to **12**. If **"YES"**, write below and continue in **47** the information for each application: (a) the name of the office that has your application; (b) the title of the job; (c) the date of your Notice of Results, and (d) your rating.

DO NOT WRITE IN THIS AREA

FOR USE OF EXAMINING OFFICE ONLY

Material
☐ Submitted
☐ Returned

Entered register

Notations

Form reviewed

Form approved

Option	Grade	Earned Rating	Preference	Aug Rating
			☐ 5 Points (Tent.)	
			☐ 10 Pts. (30%) Or More Comp. Dis.	
			☐ 10 Pts. Less Than 30% Comp. Dis.	
			☐ Other 10 Points	
			☐ Disallowed	

Initials and Date

☐ Being Investigated

ANNOUNCEMENT NO.

APPLICATION NO.

FOR USE OF APPOINTING OFFICER ONLY

Preference has been verified through proof that the separation was under honorable conditions, and other proof as required.

☐ 5 Point ☐ *10-Point—30% or More Compensable Disability* ☐ *10-Point—Less Than 30% Compensable Disability* ☐ *10-Point—Other*

Signature and Title

Agency

Date

AVAILABILITY

12 When can you start work? *(Month and Year)*

13 What is the **lowest** pay you will accept?

Pay $________ per ________ **OR** Grade ______

14 Are you willing to work:

	YES	NO
A. In the Washington, D.C., metropolitan area?		
B. Outside the 50 United States?		
C. Any place in the United States?		
D. Only in *(list the location[s])*		

15 Are you willing to work:

	YES	NO
A. 40 hours per week (full-time)?		
B. 25-32 hours per week (part-time)?		
C. 17-24 hours per week (part-time)?		
D. 16 or fewer hours per week (part-time)?		
E. In an intermittent job (on-call/seasonal)?		
F. Weekends, shifts, or rotating shifts?		

16 Are you willing to take a temporary job lasting:

	YES	NO
A. 5 to 12 months (sometimes longer)?		
B. 1 to 4 months?		
C. Less than 1 month?		

17 Are you willing to travel away from home for:

	YES	NO
A. 1 to 5 nights each month?		
B. 6 to 10 nights each month?		
C. 11 or more nights each month?		

THE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER

MILITARY SERVICE AND VETERAN PREFERENCE

	YES	NO
18 Have you served on active duty in the United States Military Service? *If your only active duty was training in the Reserves or National Guard, answer "NO".* If **"NO"**, go to **22**		
19 Were you honorably discharged from the military service? *If your discharge was changed to "honorable" or "general" by a Discharge Review Board, answer "YES". If you received a clemency discharge, answer "NO".* If **"NO"**, explain in **47**		
20 Did you or will you retire at or above the rank of major or lieutenant commander?		

21 List the dates, branch, and serial number for all active duty service.

FROM	TO	BRANCH OF SERVICE	SERIAL NUMBER

22 Place an **"X"** in the box next to your Veteran Preference claim. Mark only **one** box. *See the instructions for eligibility information.*

- ☐ **1** NO PREFERENCE
- ☐ **2** 5-POINT PREFERENCE—You must show proof when you are hired.

10-POINT PREFERENCE—**If you claim 10-point preference, you must complete a Standard Form 15, which is available at any Federal Job Information Center. ATTACH THE COMPLETED SF 15 TO THIS APPLICATION, TOGETHER WITH THE PROOF REQUESTED IN THE SF 15.**

- ☐ **3** Non-compensably disabled or Purple Heart recipient
- ☐ **4** Compensably disabled (less than 30%)
- ☐ **5** Spouse, widow(er), or mother.
- ☐ **6** Compensably disabled (30% or more)

WORK EXPERIENCE *If you have no work experience, write "NONE" in A below and go to 25 on page 3*

23 May we ask your present employer about your character, qualifications and work record? *A "NO" will not affect our review of your qualifications. If you answer "NO" and we need to contact your present employer before we can offer you a job, we will contact you first*

YES	NO
☐	☐

24 READ **WORK EXPERIENCE** ON THE INSTRUCTION PAGE BEFORE YOU BEGIN

- Describe your current or most recent job in Block **A** and work backwards, describing each job you held **during the past 10 years**.
- You may sum up in one block work that you did **more than 10 years ago**. But, if that work **is related** to the type of job you are applying for, describe each related job in a separate block.
- If you were **unemployed** for longer than **3 months**, list the dates and your address(es) at that time in **47**. Do **not** list unemployment that was more than 10 years ago.
- INCLUDE VOLUNTEER WORK *(non-paid work)*—**If the work** *(or a part of the work)* **is like the job you are applying for,** complete **all** parts of the experience block just as you would for a paying job. You may receive credit for work experience with religious, community, welfare, service, and other organizations.
- INCLUDE MILITARY SERVICE—You should complete **all** parts of the experience block just as you would for a non-military job, including all supervisory experience. Describe each major change of duties or responsibilities in a separate experience block.
- IF YOU NEED MORE EXPERIENCE BLOCKS OR MORE SPACE TO DESCRIBE A JOB—**For more blocks**, use the SF 171-A or sheets of paper the same size as this page (be sure to include **all** information we ask for in **A** or **B** below). On **each** sheet show your name, Social Security Number, and the announcement number or job title.
  For more space continue in **47** or on a sheet of paper as described above.
- IF YOU NEED TO UPDATE (ADD MORE RECENT JOBS), use the SF 172 or a sheet of paper as described above.

A

Name and address of employer's organization *(include ZIP Code, if known)*

Dates employed *(give month and year)*
From:
To:

Average number of hours per week

Salary or earnings
Starting $ per
Ending $ per

Place of employment
City
State

Exact title of your job

Your immediate supervisor
Name
Area Code
Telephone Number

Number and job titles of any employees you supervise(d)

Kind of business or organization *(manufacturing, accounting, social service, etc.)*

If Federal employment *(civilian or military)*, list series, grade or rank, and the date of your last promotion

Your reason for wanting to leave

Description of work: Describe your specific duties, responsibilities and accomplishments in this job. *If you describe more than one type of work (for example, carpentry and painting, or personnel and budget), write the approximate percentage of time you spent doing each.*

For Agency Use (skill codes, etc.)

B

Name and address of employer's organization *(include ZIP Code, if known)*

Dates employed *(give month and year)*
From:
To:

Average number of hours per week

Salary or earnings
Starting $ per
Ending $ per

Place of employment
City
State

Exact title of your job

Your immediate supervisor
Name
Area Code
Telephone Number

Number and job titles of any employees you supervised

Kind of business or organization *(manufacturing, accounting, social service, etc.)*

If Federal employment *(civilian or military)*, list series, grade or rank, and the date of your last promotion

Your reason for leaving

Description of work: Describe your specific duties, responsibilities and accomplishments in this job. *If you describe more than one type of work (for example, carpentry and painting, or personnel and budget), write the approximate percentage of time you spent doing each.*

For Agency Use (skill codes, etc.)

FOR MORE EXPERIENCE BLOCKS SEE SF 171-A ON BACK OF INSTRUCTION PAGE

Standard Form 171-A—Continuation Sheet for SF 171

Form Approved:
OMB No. 3206-0012

• Attach all SF 171-A's to your application at the top of page 3.

1. Name *(Last, First, Middle)*	2. Social Security Number
3. Job Title or Announcement Number You Are Applying For	4. Date Completed

ADDITIONAL WORK EXPERIENCE BLOCKS IF NEEDED

☐

Name and address of employer's organization *(include ZIP Code, if known)*	Dates employed *(give month and year)* From To	Average number of hours per week
	Salary or earnings Starting $ per Ending $ per	Place of employment City State
Exact title of your job	Your immediate supervisor Name Area Code Telephone Number	Number and job titles of any employees you supervised
Kind of business or organization *(manufacturing, accounting, social service, etc.)*	If Federal employment *(civilian or military)* list series, grade or rank, and the date of your last promotion	Your reason for leaving

Description of work: Describe your specific duties, responsibilities and accomplishments in this job. *If you describe more than one type of work (for example, carpentry and painting, or personnel and budget), write the approximate percentage of time you spent doing each.*

For Agency Use (skill codes, etc.)

☐

Name and address of employer's organization *(include ZIP Code, if known)*	Dates employed *(give month and year)* From To	Average number of hours per week
	Salary or earnings Starting $ per Ending $ per	Place of employment City State
Exact title of your job	Your immediate supervisor Name Area Code Telephone Number	Number and job titles of any employees you supervised
Kind of business or organization *(manufacturing, accounting, social service, etc.)*	If Federal employment *(civilian or military)* list series, grade or rank, and the date of your last promotion	Your reason for leaving

Description of work: Describe your specific duties, responsibilities and accomplishments in this job. *If you describe more than one type of work (for example, carpentry and painting, or personnel and budget), write the approximate percentage of time you spent doing each.*

For Agency Use (skill codes, etc.)

THE FEDERAL GOVERNMENT IS AN EQUAL OPPORTUNITY EMPLOYER
[illegible] EDITION USABLE [illegible]

Standard Form 171-A (Rev. 2/84)
Office of Personnel Management

ATTACH ANY ADDITIONAL FORMS AND SHEETS HERE

EDUCATION

25 Did you graduate from high school? *If you have a GED high school equivalency or will graduate within the next nine months, answer "YES".*

YES ☐ If "YES", give month and year of graduation ____________

NO ☐ If "NO", give the highest grade you completed ____________

26 Write the name and location *(city and state)* of the last high school you attended

27 Have you ever attended college or graduate school?

YES ☐ If "YES", continue with **28**.

NO ☐ If "NO", go to **31**.

28

NAME AND LOCATION *(city, state and ZIP code)* OF COLLEGE OR UNIVERSITY *If you expect to graduate within nine months, give the* **month** *and* **year** *you expect to receive your degree*	MONTH AND YEAR ATTENDED		NO. OF CREDITS COMPLETED		TYPE OF DEGREE *(e.g. B.A., M.A.)*	YEAR OF DEGREE
	From	To	Semester Hours	Quarter Hours		
1)						
2)						
3)						

29

CHIEF UNDERGRADUATE SUBJECTS *Show major on the first line*	NO. OF CREDITS COMPLETED	
	Semester Hours	Quarter Hours
1)		
2)		
3)		

30

CHIEF GRADUATE SUBJECTS *Show major on the first line*	NO. OF CREDITS COMPLETED	
	Semester Hours	Quarter Hours
1)		
2)		
3)		

31 Have you completed any other courses or training **related to the kind of jobs you are applying for** *(for example, trade, vocational, Armed Forces, or business)*?

YES ☐ If "YES", give the information requested below. *(More courses?—Use a sheet of paper)*

NO ☐ If "NO", go to **32**.

MONTH AND YEAR TRAINING COMPLETED	TOTAL CLASSROOM HOURS	SUBJECT(S)	NAME AND LOCATION OF SCHOOL *(City, state, and ZIP code, if known)*	CERTIFICATE, DIPLOMA, etc. *(if any)*
1)				
2)				
3)				

SPECIAL SKILLS, ACCOMPLISHMENTS AND AWARDS

32 List your special qualifications, skills or accomplishments that may help you get a job. *Some examples are: skills with machines; most important publications (do not submit copies); public speaking and writing experience; membership in professional or scientific societies; patents or inventions; etc.*

33 How many words per minute can you

TYPE?	TAKE DICTATION?

Agencies may test your skills before hiring you.

34 List **job-related** licenses or certificates that you have, such as: *registered nurse; lawyer; radio operator; driver's; pilot's, etc.*

LICENSE OR CERTIFICATE	DATE OF LATEST LICENSE OR CERTIFICATE	STATE OR OTHER LICENSING AGENCY
1)		
2)		

35 Do you speak or read a language other than English *(include sign language)*? ***Applicants for jobs that require a language other than English may be given an interview conducted solely in that language.***

YES ☐ If "YES", list each language and place an "X" in each column that applies to you.

NO ☐ If "NO", go to **36**.

LANGUAGE(S)	CAN PREPARE AND GIVE LECTURES		CAN SPEAK AND UNDERSTAND		CAN TRANSLATE ARTICLES		CAN READ ARTICLES FOR OWN USE	
	Fluently	With Difficulty	Fluently	Passably	Into English	From English	Easily	With Difficulty
1)								
2)								

36 List any honors, awards, or fellowships you have received. For each, give the year it was received.

REFERENCES

37 List three people who are **not** related to you and who know your qualifications and fitness for the kind of job(s) for which you are applying. **Do not** list supervisors you listed under **24**.

FULL NAME OF REFERENCE	PRESENT BUSINESS OR HOME ADDRESS *(Number, street, city, state, and ZIP code)*	TELEPHONE NUMBER(S) *(Include area code)*	BUSINESS OR OCCUPATION
1)			
2)			
3)			

BACKGROUND INFORMATION—*You must answer each question in this section before we can process your application*

Place an "**X**" in the proper column for each question below — YES NO

38 Are you a citizen of the United States? If "**NO**", write the country or countries you are a citizen of ☐ YES ☐ NO

Important note about questions 39 through 44. We will consider the date, facts, and circumstances of each event you list. In most cases you can still be considered for Federal jobs. However, if you fail to tell the truth or fail to list all relevant events, this failure may be grounds for not hiring you, for firing you after you begin work, or for criminal prosecution [18 USC 1001]

39 During the last **10 years**, were you **fired from any job** for any reason, did you **quit after being told that you would be fired**, or did you leave by mutual agreement because of specific problems? **If "YES"**, use **47** to write for each job *a) the name of the employer, b) the approximate date you left the job, and c) the reason(s) why you left* ☐ YES ☐ NO

When answering questions 40 through 44 you may omit: 1) traffic fines of $100.00 or less, 2) any violation of law committed before your 18th birthday, if finally decided in juvenile court or under a youth offender law; 3) any conviction set aside under the Federal Youth Corrections Act or similar State law; 4) any conviction whose record was expunged under Federal or State law

40 Have you **ever** been convicted of or forfeited collateral for **any felony**? ☐ YES ☐ NO

A felony is defined as any violation of law punishable by imprisonment of longer than one year, except for violations called misdemeanors under State law which are punishable by imprisonment of two years or less

41 Have you **ever** been convicted of or forfeited collateral for any **firearms** or **explosives** violation? ☐ YES ☐ NO

42 During the last **10 years** have you forfeited collateral, been convicted, been imprisoned, been on probation, or been on parole? Do **not** include violations reported in **40** or **41** above ☐ YES ☐ NO

43 Are you **now** under charges for **any** violation of law? ☐ YES ☐ NO

44 Have you **ever** been convicted by a **court-martial**? If no military service, answer "NO" ☐ YES ☐ NO

IF YOU ANSWERED "YES" TO 40, 41, 42, 43, or 44, GIVE DETAILS IN 47. For each violation write the *1) date, 2) charge, 3) place, 4) court, and 5) action taken.*

45 Do any of your relatives work for the United States Government or the United States Armed Forces? Include: *father, mother, husband, wife, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, and half sister* ☐ YES ☐ NO

If "YES", use **47** to write for each of these relatives, their *a) name; b) relationship; c) department, agency, or branch of the Armed Forces.*

46 Do you receive, or have you ever applied for retirement pay, pension, or other pay based on military, Federal civilian, or District of Columbia Government service? ☐ YES ☐ NO

ADDITIONAL SPACE FOR ANSWERS

47 Write the number to which each answer applies. **If you need more space,** use sheets of paper the same size as this page. On each sheet write your name, Social Security Number, and the announcement number or job title. Attach all additional sheets at the top of page 3.

SIGNATURE, CERTIFICATION, AND RELEASE OF INFORMATION

YOU MUST SIGN THIS APPLICATION. Read the following carefully before you sign.

A false statement on any part of your application may be grounds for not hiring you, or for firing you after you begin work. Also, you may be punished by fine or imprisonment (U.S. Code, Title 18, Section 1001).

I understand that any information I give may be investigated as allowed by law or Presidential order;

I consent to the release of information about my ability and fitness for Federal employment **by** *employers, schools, law enforcement agencies and other individuals and organizations,* **to** *investigators, personnel staffing specialists, and other authorized employees of the Federal Government*

I certify that, to the best of my knowledge and belief, **all** of my statements are true, correct, complete, and made in good faith.

48 SIGNATURE *(Sign each application in dark ink)*	**49** DATE SIGNED *(Month, day, year)*

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APPLICATION FORM EVALUATION

Now evaluate how well you filled out the application forms. Answer each of these questions honestly.

		Yes	No
1.	Were all directions followed carefully?	___	___
	Is your name entered correctly?	___	___
	Is your work experience in the order asked for on the form?	___	___
2.	Is the form neat and accurate?	___	___
	Did you use black or blue ink?	___	___
	Did you collect all the information you needed before you filled in the form?	___	___
	Did you have all of the necessary information?	___	___
	Were you consistent in your writing or printing?	___	___
	Is everything spelled correctly?	___	___
	Did you fill in N/A or -- correctly?	___	___
3.	Is everything on the form honest?	___	___
	Did you sign the form?	___	___
4.	Are you satisfied with the appearance of all three application forms?	___	___
	If not, did you improve from the first practice form to the third practice form?	___	___

If you answered any of the questions with "no", ask your teacher for more application forms for additional practice. Be sure you have all the information you need in your Employment Portfolio so that you can fill out application forms in about 20 minutes in the personnel office of a company when you apply for future jobs.

OTHER EMPLOYMENT FORMS

In Chapter VIII you will learn to fill out some other forms that you receive when you start a new job: tax forms, time cards, insurance and other forms. You will add copies of these to your employment portfolio at that time.

Most students already have their Social Security Cards. However, sometimes students have lost their cards and need to apply for replacements. The next four pages are a sample application for a Social Security Card. It can be used for an original card or for a replacement.

Use your present Social Security Card and fill out the application form. Keep it in your employment portfolio so you will have it ready if you need to use it in the future.

HOW TO APPLY FOR SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

This application can be used to apply for a social security number for the first time, to get a replacement for your card, or change any information on your record. Before you begin to complete this application, please read the information below, the completion instructions on page 2 and the information about the Privacy Act on page 4 of this form.

WHERE TO APPLY

You may apply either by mailing your documents and forms to the nearest social security office or by bringing them in person. However, you must apply *in person* at a social security office if:

1. You are age 18 or older and have never had a social security number card before, or
2. You are an alien whose immigration documents should not be mailed.

EVIDENCE YOU WILL NEED

The social security law requires that you furnish evidence of your age, identity, and U.S. citizenship or lawful alien status when you apply for a social security card. The evidence you must submit will depend on your circumstances. There are four different categories described below. Find the one which applies to you and then read the instructions carefully.

You must submit original or certified documents as evidence – we cannot accept uncertified or notarized photocopies. We will return all documents submitted. NOTE: all documents submitted as evidence may be retained temporarily and verified with the custodian of the original records.

If you have any questions or need help in obtaining your documents, please call or visit your nearest social security office.

1. U.S. Citizen – Born in the U.S.
Applying for Original Social Security Number

Please submit one document from List A **and** at least one from List B.

List A. Evidence of Age and Citizenship

One of the following records established before your 5th birthday:

- Public or hospital birth certificate
- Religious record of birth or baptism

If your birth was never recorded or the public record no longer exists, submit documents from list B for evidence of age and citizenship. At least one document must show your name, age or date of birth, and your place of birth. It should be at least one year old.

List B. Evidence of Identity (A birth record is not evidence of identity.)

- State identity card
- Insurance policy
- Driver's license
- School ID card
- Vaccination certificate
- Adoption record
- School record or report card
- Clinic, doctor or hospital record
- Marriage or divorce record
- Work badge or building pass
- Voter's registration card
- Military or draft record
- Newspaper notice of birth
- Prior Welfare ID card
- Military dependent's ID
- U.S. passport or citizen ID card
- Church membership or confirmation record
- Day care or nursery school record
- Court order for name change
- Labor union or fraternal organization record
- Record of child's membership in Boy Scouts, Girl Scouts or other youth organization
- Any other document providing identifying data such as physical description, photograph, or signature

2. U.S. Citizen – Born Outside the U.S.
Applying for Original Social Security Number

If you were born outside the U.S. but are a U.S. citizen, you should submit either:

a. U.S. consular report of birth and evidence of your identity (see category 1, list B); or
b. Your foreign birth certificate (if available) and one of the following:
   - U.S. citizen ID card
   - Certificate of citizenship
   - U.S. passport
   - Naturalization certificate
   - U.S. military discharge papers showing U.S. citizenship

3. Alien – Not a U.S. Citizen
Applying for Original Social Security Number

If you are an alien living in or visiting the U.S., you should bring in your foreign birth certificate (if available) and one of the following:

- Alien Registration Card I-151 or I-551
- U.S. Immigration Form I-94, I-95, I-185, I-186 or I-586 (and I-444, if applicable.)

NOTE: Do not mail these documents – bring them in.

We can assign you a social security number to use for work only if you are a permanent resident alien or are otherwise authorized to work by the Immigration and Naturalization Service (INS).

If you are a lawfully admitted alien *but not permitted to work* and you have a valid need for a social security number for a reason other than work, we will issue you a number. However, we will mark your record and if you ever use the number in a job, we will notify INS of the unauthorized work. In addition, any information obtained in connection with this application can be given to INS.

4. Any Applicant Requesting a Correction or Replacement Card

You must present at least evidence of your identity such as one or more of the documents in categories 1 (List B), 2 or 3. After we examine your documents, you may be asked for additional evidence of your age or U.S. citizenship or alien status.

If you are changing your name, you must provide documents showing both your old and new names.

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

If you do not know the answer to a question and cannot find the answer, write "unknown" in the space for the answer.

If you have any questions about how to complete the form, what papers you must submit with it or whether a personal interview will be necessary, please call your nearest social security office at the number listed in your telephone directory. After your completed application and all necessary evidence are received, your local office can tell you approximately how long it will take before you get your social security card in the mail. The instructions below are numbered to correspond with the numbered items on the application.

1. Please enter your full name as you use it for work, school, or other official business. If you have a middle name, enter it in full in the space provided. Your entire name will be recorded in our records; however, only your first name, middle initial and last name will appear on the card itself, unless you specifically request that we spell out your middle name.

   If your name has changed, show the name you were given at birth on the second line.

   If you have used any other name during your lifetime, show it on the third line. Do not include nicknames unless used officially at school or work. More than one such name can be shown.

2. Enter the address where you want your social security card mailed. If mail under your name is not normally received at the address which you show, use an "in care of" address. Example: c/o J. Doe, 1 Elm St.

3. Check the block which applies to you. If you checked "Other," please submit a statement explaining your situation and why you need a social security number. (You may attach a separate sheet.)

4. Check the block to indicate your sex.

5. While your failure to complete this question will not affect your obtaining a social security number, this information is important to find out how Social Security programs affect different groups of people in our Nation. It is also essential for preparing statistics to determine compliance with Federal civil rights laws. When used for this purpose, statistics are presented as summaries or other forms of information which do not reveal the names of individuals.

6. Enter your date of birth by month, day, year.

7. Enter your age as of your **last** birthday.

8. Enter the city and State where you were born. If you were born outside the U.S., show the name of the city and country. Please do not use abbreviations.

9. The names of your parents, even if they are no longer alive, are very important in establishing your unique and individual record with social security. Be certain to show your mother's full name at her birth. If your father's last name is different from your name at birth, please explain by writing, for example, "step-father" or "adopting father" after your father's name. Use whichever name you prefer. If, however, you have ever requested a card before, use the name of the same father, step-father, etc. you used when you first applied.

10. If your answer to item 10a is "No," or "Don't Know," go to item 11. If your answer is "Yes," answer questions 10b through 10e. If you applied for a social security number card before but never received it, draw a line through item 10b and try to answer both questions of item 10c as carefully as you can.

11. Enter today's date by month, day, year.

12. If we must contact you for any reason, we would prefer to phone you. Please indicate a phone number where we can reach you or leave a message for you.

13. Sign your name as it is usually written. Do not print unless your usual signature is printed. If you are applying on behalf of someone else, sign your own name. If you cannot write your name, you may sign by an "X" mark. Two persons must sign as witnesses to your mark.

14. Check the block marked "self" if you are completing the form for yourself. If you are completing the form for someone else, check the "other" block and show your relationship to the applicant; for example, "father" or "guardian."

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72-S79002

FORM SS-5 – APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b))

INSTRUCTIONS TO APPLICANT ▶ **Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.**

NAA	NAME TO BE SHOWN ON CARD	First	Middle	Last
NAB 1	FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
	OTHER NAME(S) USED			
ONA STT 2	MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
CTY STE ZIP	CITY		STATE	ZIP CODE

CSP 3 CITIZENSHIP (Check one only)

☐ a. U.S. citizen
☐ b. Legal alien allowed to work
☐ c. Legal alien not allowed to work
☐ d. Other (See instructions on Page 2)

SEX 4 SEX

☐ Male
☐ Female

ETB 5 RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)

☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
☐ c. Negro or Black (not Hispanic)
☐ d. North American Indian or Alaskan Native
☐ e. White (not Hispanic)

DOB 6	DATE OF BIRTH ▶	MONTH	DAY	YEAR	7 PRESENT AGE	8 PLACE OF BIRTH ▶	CITY	STATE OR FOREIGN COUNTRY

MNA 9	MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)
FNA	FATHER'S NAME	First	Middle	Last

PNO 10 a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes

If you checked "yes", complete items "b" through "e" below, otherwise go to item 11.

SSN PNB PNY b. Enter social security number — c. In what State did you apply? — What year?

NLC d. Enter the name shown on your most recent social security card — e. If the birth date you used was different from the date shown in item 6, enter it here. ▶ MONTH | DAY | YEAR

DON 11 TODAY'S DATE ▶ MONTH | DAY | YEAR — 12 Telephone number where we can reach you during the day ▶ HOME | OTHER

ASD **WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.**

13 YOUR SIGNATURE — 14 YOUR RELATIONSHIP TO PERSON IN ITEM 1 ☐ Self ☐ Other (Specify) ____________________

WITNESS (Needed only if signed by mark "X") — WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DTC SSA RECEIPT DATE ____________________

☐ SUPPORTING DOCUMENT-EXPEDITE CASE
☐ DUP ISSUED
SSN ASSIGNED OR VERIFIED
SSN
NPN

DOC | NTC | CAN | BIC

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW.

TYPE(S) OF EVIDENCE SUBMITTED

☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

DATE

DATE

IDN ITV DCL

FORM SS-5 (2-81) PRIOR EDITIONS SHOULD BE DESTROYED

THE PRIVACY ACT AND YOUR REQUEST FOR A SOCIAL SECURITY NUMBER CARD

Before we can give you a social security number, there is certain information we need from you. The Privacy Act of 1974 requires us to give you the following facts when we ask for this information.

- Why the information is needed
- The legal authority for asking for it
- The information you are required to give
- The effects of not providing the information
- How the information will be used and to whom it may be disclosed

Why Information Is Needed

Your social security number is needed for us to keep a correct record of your earnings while you are working. It will also be needed if you die, retire or become disabled so that you or your survivors can receive benefits.

The information we request from you is necessary for us to:

- Assign you a social security number
- Issue you a replacement card if you lose your card
- Change information on your social security record
- Establish and maintain a record of your earnings, and
- Conduct research programs in income distribution and maintenance and health insurance.

Legal Authority to Collect Information

Section 205(c) of the Social Security Act authorizes us to collect the information needed to assign you a social security number and issue you a card. Section 702 of the Social Security Act authorizes us to collect the racial/ethnic information needed for statistical purposes.

Required Information

We need the following information to assure that the record we establish for you is your unique and individual record. Specifically, we need your:

- Name as you use it now
- Name at birth
- Place of birth
- Citizenship or alien status
- Date of birth
- Sex
- Mother's name at her birth
- Father's name
- Mailing address
- Signature

We also need to know if you have ever had a social security number.

Effects of Withholding Information

You have a right to refuse to give most kinds of information, but usually it is to your advantage to give us the information we ask for. Without it, we will be unable to keep an accurate record of your earnings under social security. This could possibly cause you to lose benefits in the future. In some cases, we cannot even give you a number without the information. This could mean you would be unable to get a job, since in most cases you need a number to work.

Disclosure of Information

Sometimes we must disclose information from our records without your written consent. This is done, however, only when necessary and when it is authorized by the law or regulations.

If you would like more information about your rights to privacy, ask any social security office for a copy of "Collection and Use of Information by the Social Security Administration" (Form SSA-5000).

Information Concerning Collection of Racial/Ethnic Information

The categories for race and ethnic background have been established by the Office of Federal Statistical Policy and Standards to assure uniform reporting to all Federal agencies. The categories are:

1. American Indian or Alaskan Native

Persons having origins (ancestry) in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

2. Asian or Pacific Islander

Persons having origins (ancestry) in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, the Philippine Islands, Korea, Samoa, etc.

3. Black or Negro (not Hispanic)

Persons having origins (ancestry) in any of the black racial groups of Africa.

4. Hispanic

Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (ancestry), regardless of race.

5. White (not Hispanic)

Persons having origins (ancestry) in any of the original peoples of Europe, North Africa, or the Middle East.

If you are of mixed racial/ethnic background, choose the category with which you most closely identify yourself.

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SUMMARY

Up until now, you have done the following things:

1. Learned about the job search process.
2. Analyzed yourself and the kind of job that will fit you.
3. Learned about employment materials and how to get employment information.
4. Made a list of 10 - 15 places you will apply for a job.
5. Developed a good resumé.
6. Developed a good letter of application and sent letters and resumés to the places you wanted to apply.
7. Practiced filling in application forms.
8. Kept your employment portfolio up-to-date and ready to take with you on job interviews.

You are now ready to:

1. Follow-up reponses that come from your letters of application.
2. Learn about interviewing skills in Chapter 7.

Chapter 7

Interviewing

APPLICATION

CHAPTER VII. THE INTERVIEW

The interview is a very important part of the job search process. Usually you will need to have an interview before you are hired for a job. During the interview the employer will evaluate your experience, goals, personality, and behavior to see if you are the right person to hire.

The interview may take from 15 to 30 minutes. It is an important chance for you to make a good impression on the person who might hire you. You will need to convince the employer that you should have the job. You will also be able to ask questions about the job, and to find out whether you would enjoy working at the company.

Be prepared! It is important to plan ahead and be ready for the interview. If you are confident that you have all the information you need, you can be relaxed and comfortable. This chapter will help you plan ahead for a job interview. You will also practice interviewing skills in class. After you have completed this chapter, you should be well prepared to do a successful interview.

EMPLOYMENT PORTFOLIO CHECKLIST

You have many things in your employment portfolio ready to take with you to a job interview. Check off the things that are now in your portfolio. If you are missing something now, be sure to add it to your portfolio this week or when you complete Chapter VIII.

In My Employment Portfolio	Not In My Employment Portfolio	
______	______	Resumé - original
______	______	Resumé - copies ready to give to employer, if requested
______	______	Sample application forms
______	______	List of references, if not included on resume
______	______	Social Security number/ application
______	______	High school transcript
______	______	Sample letter of application
______	______	Copies of application letters sent to employers
______	______	Copies of response letters from employers
______	______	Federal Witholding Tax form (Chapter VIII)
______	______	State Witholding Tax form (Chapter VIII)
______	______	Time card sample (Chapter VIII)
______	______	Information about pay (Chapter VIII)
______	______	This Checklist
______	______	
______	______	
______	______	

PREPARATION FOR THE INTERVIEW

Even though you have your employment materials ready in your employment portfolio, there are other preparations you must make before an interview. Some of them are listed here.

1. Know all details of the interview appointment. Write them down.

   a. Name of the company.

   b. Exact address of the company (and directions, if necessary).

   c. Date and time of the interview.

   d. Person you should report to, and room number of the office.

   e. Interviewer's name (in a small company, you may report to the same person who interviews you).

   f. Interpreting arrangements, if necessary.

2. Learn about the company so the employer will know you are serious about the job. This will also help you know what questions you want to ask.

   a. Product made or service provided by the company.

   b. Types of jobs available at the company.

   c. Procedures and policies used in hiring workers.

   d. Appropriate pay for the job you are seeking.

   e. Stability of the company.

3. Know what materials to take besides your employment portfolio.

   a. Pen with black or blue ink.

   b. A small notebook or extra paper in your portfolio.

   c. Any other materials that may have been requested by the employer--driver's license, diploma, letters of reference, certificates, etc.

4. Know the importance of your appearance and plan how you will look for the interview.

   a. Hair - clean, trimmed, brushed or combed.

   b. Face - clean, moderate make-up for women.

   c. Teeth - brushed, pleasant breath.

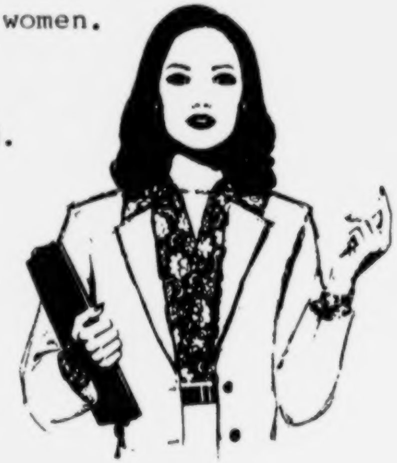
   d. Hands - clean, nails neatly trimmed.

   e. Body - bathed, deodorant used.

   f. Shoes - clean, polished.

   g. Clothes - nice, simple, business-like, not too tight, clean, pressed.

   h. Jewelry - simple, not too much, not noisy or jangly.



5. Know yourself and what you have to offer the employer.

   a. Your skills - what you can do well.

   b. Training and education you have had.

   c. What you have done--work, hobbies, activities.

   d. Your work goals--long and short term.

   e. Why you want to work for the company and what you can contribute.

6. Know your communication needs and plan for appropriate communication in the interview.

   a. Do you need an interpreter?

   b. Who will provide the interpreter--the employer or you?

   c. If you must get the interpreter, how will you find one, and what arrangements must you make regarding time, transportation, pay, etc?

7. Plan the day before so you will not be rushed on the day of the interview.

   a. Know what clothes you will wear and be sure they are ready.

   b. Plan your transportation. Know which bus to take and the bus schedule. If you are driving, be sure you know the correct route.

   c. Decide what time you must leave to be sure you arrive 15 to 20 minutes before your interview is scheduled. Being on time is very important. You want the boss to know you will be on time for work if you get the job.

   d. Get a good night's sleep so you are alert and relaxed for the interview.

INTERVIEW PROCEDURES

You have now arrived at the company ready for your interview. What happens before the interview may vary depending on the size of the company. Here is a list of possible procedures.

Small Business/Store

You will meet the owner/manager in the office or store.

You will introduce yourself.

You may fill out an application form, or the employer may use your resume for information.

You will have the interview.

Large Company

You will go to the Personnel or Employment Office.

You will introduce yourself and tell the receptionist which job you are applying for, the name of the person who will interview you, and the time of your appointment.

You will fill out an application form or give the receptionist one you filled out at home and brought in.

You may take a test for typing, clerical, or other skills as required.

You will have the interview.

DURING THE INTERVIEW

When it is time to start the interview, take a deep breath, smile, and walk confidently into the office. Let the employer take the lead. The employer may introduce himself or herself and ask you to sit down.

If the employer has not had experience interviewing deaf applicants before, you will need to explain the best way to communicate. It is very important for both of you to understand everything that is said during the interview.

Usually the employer will ask you to tell a little about yourself and why you want the job. You will be given a chance to ask questions about the job. You will also be asked for some specific information, such as:

o Your past work experience.
o Your school records.
o Activities, interests, hobbies.

Some questions the employer may not ask you, but will observe during the interview:

o Your appearance, especially neatness.
o How well do you communicate with others?
o Are you well prepared for the interview?

The next two pages list some questions the interviewer may ask you, and some questions you may want to ask during the interview. Practice these questions with another student in your class.

QUESTIONS THE EMPLOYER MAY ASK DURING AN INTERVIEW

1. Tell me a little about yourself.
2. What is your full name?
3. Where do you live?
4. Where do you go to school?
5. When do you expect to graduate?
6. How did you find out about this position?
7. Why are you interested in this job?
8. What skills do you have for this job?
9. Tell me about your past work experience.
10. What are your favorite hobbies?
11. Do you participate in any extracurricular activities at school?
12. What courses at school do you like best?
13. What are your plans after graduation?
14. Why do you want to work for this company?
15. What is your future career goal when you finish your education?
16. How are you qualified for this job?
17. What have you learned from your past work experience?
18. What kind of boss do you like best?
19. What is your greatest strength?
20. What is your major weakness?
21. Do you prefer to work alone or with others?
22. What do you have to offer this company?
23. What are your ideas about salary?
24. What do you hope to be doing 10 years from now?
25. How will you communicate on the job?

QUESTIONS YOU MAY WANT TO ASK THE INTERVIEWER

1. What would my duties be?
2. What are the working hours?
3. If I am hired, who would be my supervisor?
4. What kind of clothing is required for this job?
5. What is the salary for this position?
6. What kinds of job benefits are offered?
7. When will a decision be made on this position?
8. How will I be informed of your final decision?
9. When would I be expected to start?

Other questions would depend upon whether you are applying for a summer job or for a permanent job. You might want to ask about possibilities for advancement and more specific questions about benefits if you are applying for a permanent job. Can you think of some other questions you might want to ask? Write them here.

CLOSING THE INTERVIEW

When you and the interviewer have asked all questions you wish to ask, the interviewer will end the interview. She will indicate in some way that the time for the interview is up. She may thank you for coming or she may indicate the time is up and she has another appointment.

When the interview is over, you can do several things:

1. Ask when a decision will be reached about the position (if that has not already been covered).
2. Be sure the interviewer knows how to contact you.
3. Thank the interviewer for the opportunity to talk with her about the job.
4. Leave the office promptly and confidently.
5. Thank the receptionist, secretary, or anyone else who helped you before the interview.

AFTER THE INTERVIEW

Following up the interview is very important. You have already studied follow-up letters in Chapter V. You already know why you might write a follow-up letter and what to include in it. Here are some other things that you may also want to do after the interview.

1. Check your notes from the interview to be sure you are clear on any steps you need to take: sending the employer additional information, asking references to send letters to the employer, calling back for a decision, etc.

2. Write your thank you letter to the employer.

3. If someone told you about the job (friend, relative, former boss), you may want to write or call to thank them for the information about the job and to tell them you had an interview.

4. Evaluate the interview for yourself so you can improve your interviewing skills in the future. You might want to use the checklist in this chapter to see if you remembered the important things in interviewing.

5. When you get the decision about the job, follow it up.

    a. If you are offered the job, you must decide whether you want it or not, then write a letter to accept or refuse the job.

    b. If you are not offered the job, be sure you know the reason. If there is something you can do to improve your chances for the next job, work on making changes.

INTERVIEW CHECKLIST

Put this list in your employment portfolio and go through it before an interview to remind yourself what to do.

Be prepared - know what to say about yourself before the interview.

Go alone (or with the interpreter only).

Dress neatly.

Arrive on time.

Have good posture.

Answer questions completely and clearly.

Tell the truth.

Use correct English or sign clearly.

Bring your resumé and other important information.

Smile and be pleasant.

Maintain eye contact.

Show interest in the job.

Relax and have confidence in yourself.

Make a written note of the time, date, and place for follow-up contacts.

Don't smoke or chew gum.

Pay attention to what the interviewer is saying.

Don't interrupt.

Shake hands firmly.

Be natural, but business-like.

Thank the interviewer when the interview is over.

SAMPLE INTERVIEW

Here is a short sample interview. Read this interview and then practice interviewing with other students in the class.

Ms. Jones: "Good morning. You must be Bob Smith."

Bob: "Yes, I am here to apply for the stock clerk position."

Ms. Jones: "Good. Have you filled out an application form?"

Bob: "Yes, I have it right here. I also have a copy of my resumé for you."

Ms. Jones: "Good. I will take a quick look at both of them. I see that you attend MSSD and that you have some work experience in summer jobs. Can you tell me a little bit about yourself and your experience?"

Bob: "I am a junior at MSSD and hope to go on to college after I graduate. I think I would like to major in business. Working as a stock clerk would give me some experience that might help me decide if a business major is for me. My summer job last year was in the library. In that job I had to work with records of books, put books back on the shelves, and send out overdue notices to people who had not returned books. I did some typing and I used a computer terminal for the records."

Ms. Jones: "I see that you are active in extracurricular activities at school. What are your special interests?"

Bob: "I like sports and have been on teams for three years. I also enjoy the computer club and have been chosen for the Student Leadership Program for next year. I especialy enjoy helping new students learn about MSSD."

Ms. Jones: "If you get this job, how will you get to work? You live on the other side of the city."

Bob: "There is a bus two blocks from my home and it connects with the subway. It took me about 45 minutes this morning to get here from my home. Transportation should not be a problem for me."

Ms. Jones: "Bob, what do you think you can offer to this job?"

Bob: "I am motivated to work hard and learn about business, and I have been a good worker in past jobs. I am very accurate with clerical tasks and believe I could be an excellent stock clerk for you."

Ms. Jones: "Good. Do you have any questions to ask me about the job?"

Bob: "If I am chosen for the job, when would I be expected to begin work?"

Ms. Jones: We would like to have someone start by June 18. Does that fit your school schedule?"

Bob: "Yes, that is fine. Graduation is June 15, so I could begin work on June 18."

Ms. Jones: "I have several other applicants to interview. We hope to make a decision by the end of next week. I will call you by next Friday with my decision."

Bob: "Thank you very much for your time. I appreciated having the opportunity to discuss the job with you. I will wait for your call.

(Bob shakes hands with Ms. Jones and leaves the office.)

ACTIVITY: Read the descriptions of the three applicants for Ms. Jones' stock clerk position. Then, answer the questions about the applicants.

Applicant 1: Bob Smith is 17 years old and a junior in high school. He worked one summer in a library and another summer in a recreation program in his home town. He thinks he will go to college and major in business. He would like a summer job for experience related to business. He arrived for the interview 15 minutes early and was dressed in slacks and a sweater. He seemed at ease in the interview.

Applicant 2: Tom Brown is 18 years old. He dropped out of high school when he was 16 and has worked at a variety of jobs. He has tried working in a grocery, a gas station, a cleaning company, and a 7-11 store. Tom wants to work to earn money for a car. He arrived on time for the interview and was dressed in slacks and a sport coat.

Applicant 3: Kent Smith is 18 years old and a senior in high school. He has never had paid work experience, but has helped his father on their farm. He will be graduating this year and wants to earn money to go on to college. He arrived 10 minutes early for the interview and was wearing a sport coat and slacks. He seemed friendly and apologized for his lack of work experience.

---

1. If you were Ms. Jones, which of these applicants would you hire? Explain your choice.

2. Who would be your second choice? Why?

3. Is there any one of the applicants you would not hire at all? Why?

ACTIVITY: Read the descriptions of the three applicants for a volunteer job in a Day Care Center, working with children ages 2 to 5 years. Mr. Brown will interview each of these applicants.

Applicant 1: Mary Jones is 16 years old and a junior in high school. She has taken a child development class in school to get career development credit. She enjoyed getting out of her other classes one day a week to work in that program. Mary intends to go to college and major in computer science. She enjoys math and science classes best. Mary arrived five minutes late for the interview. She was dressed in jeans and a nice shirt. She was friendly and says she likes children.

Applicant 2: Betty Smith is 17 years old and has some experience with full time babysitting in the summer. She was frightened about the interview and brought her best friend with her. They arrived about 10 minutes early and she filled out the aplication form. Betty is not sure about her future plans, but thinks she might be interested in becoming a teacher aide.

Applicant 3: Nancy James is 17 years old and has a lot of experience with office jobs. She wants to become a counselor or teacher and plans to attend college when she graduates. She is applying for this job because it relates to her future career, even though she will not be paid, as she was with her past office jobs. She arrived on time for the interview and showed a lot of self confidence.

---

1. If you were Mr. Brown, which of these applicants would you hire? Explain your choice.

2. Who would be your second choice? Why?

3. Is there any one of the applicants you would not hire at all? Why?

ACTIVITY: Answer the following questions, then share your answers with other students in the class.

1. Why should you know about the company where you are interviewing? What kinds of things should you know?

2. If an employer asks you, "Tell me a little bit about yourself and why you want this job." What would _you_ answer?

3. If you were applying for a job at MacDonalds, what procedure would you expect fo follow when you arrived for an interview?

4. If you were applying for a job at IBM, what procedures would you expect to follow when you arrived for an interview?

5. How will _you_ handle communication in your job interviews?

SUMMARY

During the time you are studying this chapter, you will be role playing interviews in class. You may be receiving responses to your letters of application and be going on actual job interviews yourself. Before your first interview, practice with other students until you feel comfortable answering all of the sample questions. Help other students improve their interviewing skills also.

In the next chapter you will learn what to expect after you accept a job and begin work.

Chapter 8

What Next?

ETC.
LAWYER
DOCTOR
DECISION
MORE SCHOOL
DECISION
DECISION
PART-TIME JOB
DECISION

CHAPTER VIII. WHAT NEXT?

ACCEPTING THE JOB

Your job search has been successful and you have been offered a position. You will need to consider many things about the job before you make a decision to accept or reject the offer. Some of the things you will want to think about are:

1. The kind of work involved in the job.
2. The hours.
3. The pay.
4. The starting and ending dates for the job, if it is a temporary job.
5. The location and the transportation involved in getting to work and back.
6. The communication situation on the job.
7. The kinds of experience the job will give you.
8. Your own feelings about the company and the job, after meeting the boss or the employment director.

If you decide to accept the job, you will write or telephone your acceptance to the employer. See the acceptance letters in Chapter V.

THEN . . . you will start to work.

THE FIRST DAY ON THE JOB

When you accept a job, you and the boss will decide on the date you will begin working. The boss will tell you where to report on the first day. If you are not informed about the first day, you will want to call and find out that information. Arrive a few minutes early so you can be sure to find the correct office on time.

The procedures for the first day will vary depending on the size of the company or type of business. Here are three possibilities you might find on your first job:

1. A small store or "fast food" place.

   You will probably meet directly with the manager or supervisor. You may get some explanation of your job, fill out various tax and payroll forms, learn about uniforms and work schedules, and be introduced to other employees. Then you will probably begin training by working with an employee who knows the job and will teach you how to do it. This situation is often very informal and you will have to ask questions and accept responsibility for being sure you understand what is expected.

2. A small office, factory, or larger restaurant.

   You may first be greeted by a secretary, receptionist, or hostess. You will give your name and explain that you are there to begin work. The secretary may help you with filling out forms and completing the paperwork. Or you may be sent directly to the boss for an introduction to the job. Some time during the first day you will have to finish your paperwork, meet the other employees in the area where you will work, and get an orientation to your job. This procedure will be a little more formal, but you may have to ask questions to be sure you get the information you need.

3. A large company.

   In a large organization the orientation for new employees will probably be much more formal. You will probably report to a personnel department and follow a schedule of activities to become acquainted with the company and your job.

In a large company you will do the same basic things, but in a more formal way.

a. You will fill out all necessary payroll forms--either in the personnel office or the business office. (See pages 165 and 186 through 188.)

b. You will learn about the company rules and regulations--hours, parking, vacations, sick leave, etc. In a large company, you may attend a class or workshop with other new employees. Videotapes, movies, or lectures may be used to inform new workers about the company procedures.

c. You will find out about your specific job, how you will be trained, and what is expected of you. In a large company this may involve a formal training program with other new workers in the same job. It may be the same as in a small place where you are introduced to another worker who will teach you how to do the job.

Some companies may have additional requirements for new employees. You may be asked to:

a. Get an ID card or pass. This may involve having your picture taken for identification.

b. Take additional tests related to the job, such as typing and clerical skills, manual dexterity, and other skills.

c. Get a physical examination or medical clearance that may be necessary for some types of jobs--food service, child care, etc.

COMPANY POLICIES AND REGULATIONS

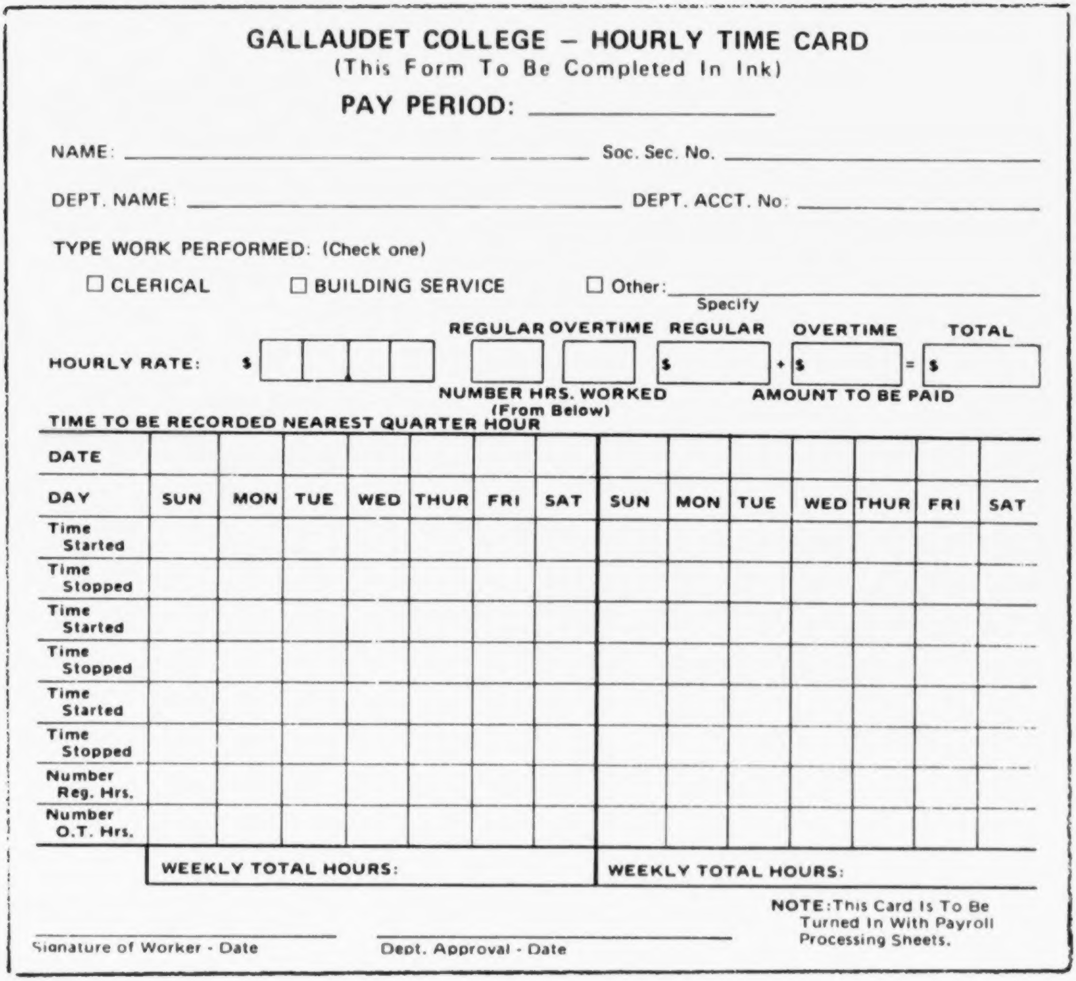
Just as in schools and families, companies have rules and procedures for doing things. On the first day at your new job, or soon after, you should receive information about the company policies.

Some of the rules may seem small and unimportant, but if you do not know the rules and follow them, you may annoy other people and cause trouble for yourself on the job.

Company policies or rules may be related to:

1. Work hours
    a. Starting and ending times
    b. Work shifts
    c. Lunch time: how long, how it is scheduled
    d. Coffee breaks
2. Pay
    a. When employees are paid
    b. When time cards are due
    c. Vacations
    d. Holidays
    e. Sick leave policies
3. Clothing: dress code or uniforms, if any
4. Safety
    a. Equipment or clothing
    b. Procedures
5. Parking
6. Smoking areas and regulations

Sample Time Card



GALLAUDET COLLEGE – HOURLY TIME CARD

(This Form To Be Completed In Ink)

PAY PERIOD: ____________

NAME: ______________________ ________ Soc. Sec. No. ______________

DEPT. NAME: ______________________ DEPT. ACCT. No: ______________

TYPE WORK PERFORMED: (Check one)

☐ CLERICAL ☐ BUILDING SERVICE ☐ Other: ______________ Specify

		REGULAR	OVERTIME	REGULAR		OVERTIME		TOTAL
HOURLY RATE:	$			$	+	$	=	$
		NUMBER HRS. WORKED (From Below)		AMOUNT TO BE PAID				

TIME TO BE RECORDED NEAREST QUARTER HOUR

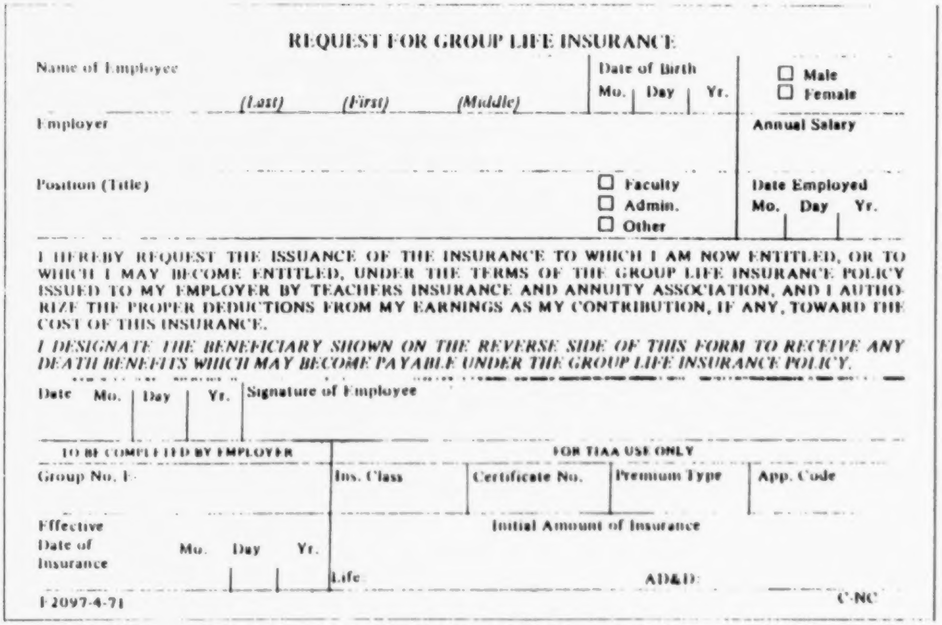
DATE														
DAY	**SUN**	**MON**	**TUE**	**WED**	**THUR**	**FRI**	**SAT**	**SUN**	**MON**	**TUE**	**WED**	**THUR**	**FRI**	**SAT**
Time Started														
Time Stopped														
Time Started														
Time Stopped														
Time Started														
Time Stopped														
Number Reg. Hrs.														
Number O.T. Hrs.														
	WEEKLY TOTAL HOURS:							**WEEKLY TOTAL HOURS:**						

Signature of Worker - Date

Dept. Approval - Date

NOTE: This Card Is To Be Turned In With Payroll Processing Sheets.

Sample Insurance Forms



REQUEST FOR GROUP LIFE INSURANCE

Name of Employee (*Last*) (*First*) (*Middle*)

Date of Birth Mo. | Day | Yr.

☐ Male
☐ Female

Employer

Annual Salary

Position (Title)

☐ Faculty
☐ Admin.
☐ Other

Date Employed Mo. | Day | Yr.

I HEREBY REQUEST THE ISSUANCE OF THE INSURANCE TO WHICH I AM NOW ENTITLED, OR TO WHICH I MAY BECOME ENTITLED, UNDER THE TERMS OF THE GROUP LIFE INSURANCE POLICY ISSUED TO MY EMPLOYER BY TEACHERS INSURANCE AND ANNUITY ASSOCIATION, AND I AUTHORIZE THE PROPER DEDUCTIONS FROM MY EARNINGS AS MY CONTRIBUTION, IF ANY, TOWARD THE COST OF THIS INSURANCE.

I DESIGNATE THE BENEFICIARY SHOWN ON THE REVERSE SIDE OF THIS FORM TO RECEIVE ANY DEATH BENEFITS WHICH MAY BECOME PAYABLE UNDER THE GROUP LIFE INSURANCE POLICY.

Date Mo. | Day | Yr. | Signature of Employee

TO BE COMPLETED BY EMPLOYER

Group No. F-

Effective Date of Insurance Mo. | Day | Yr.

FOR TIAA USE ONLY

Ins. Class | Certificate No. | Premium Type | App. Code

Initial Amount of Insurance

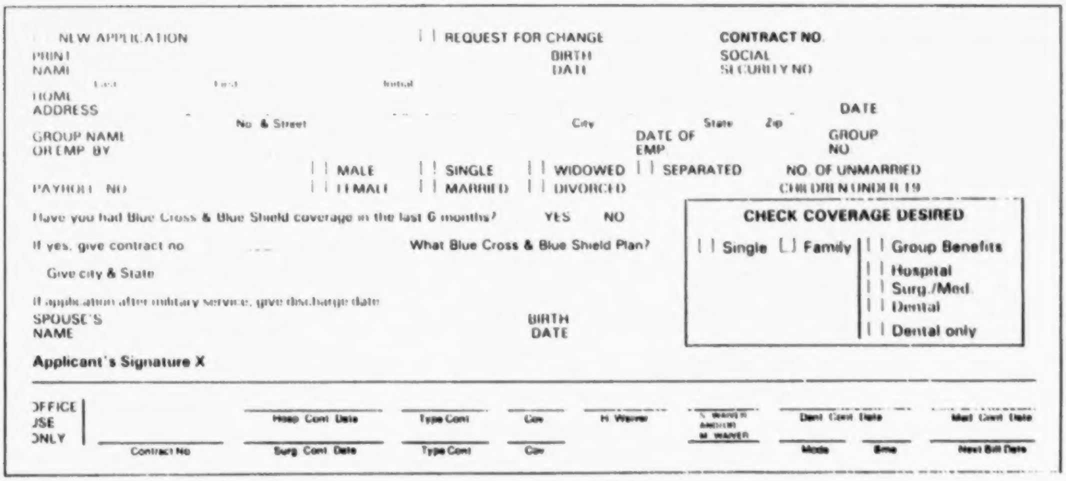
Life:

AD&D:

F2097-4-71

C-NC

Life Insurance



☐ NEW APPLICATION

☐ REQUEST FOR CHANGE

CONTRACT NO.

PRINT NAME Last First Initial

BIRTH DATE

SOCIAL SECURITY NO.

HOME ADDRESS No. & Street City State Zip

DATE

GROUP NAME OR EMP. BY

DATE OF EMP.

GROUP NO.

PAYROLL NO.

☐ MALE
☐ FEMALE

☐ SINGLE
☐ MARRIED

☐ WIDOWED
☐ DIVORCED

☐ SEPARATED

NO. OF UNMARRIED CHILDREN UNDER 19

Have you had Blue Cross & Blue Shield coverage in the last 6 months? YES NO

If yes, give contract no.

What Blue Cross & Blue Shield Plan?

Give city & State

If application after military service, give discharge date

SPOUSE'S NAME

BIRTH DATE

CHECK COVERAGE DESIRED

☐ Single ☐ Family

☐ Group Benefits
☐ Hospital
☐ Surg./Med.
☐ Dental
☐ Dental only

Applicant's Signature X

OFFICE USE ONLY

Contract No

Hosp Cont Date

Surg Cont Date

Type Cont

Type Cont

Cov

Cov

H Waiver

S. WAIVER AND/OR M. WAIVER

Dent Cont Date

Mode

Bmo

Med Cont Date

Next Bill Date

Health Insurance

RESPONSIBILITIES OF THE EMPLOYER

You have the right to expect some things from your employer. if you have questions about any of these and how your employer handles them, talk with your boss or the personnel department. Your employer must:

1. Pay your salary regularly.
2. Provide you with a safe place to work.
3. Provide enough training for you to do the job in a satisfactory way.
4. Give you information about the company and the policies and regulations that affect you. If there are any changes in policies while you are working there, these changes must be explained to you.
5. Provide evaluations of your work that help you to improve your performance. Evaluations should be shared with you so you understand what your supervisor thinks about your performance.

RESPONSIBILITIES OF THE EMPLOYEE

As the employee, you also have responsibilities that the employer will expect you to fulfill. If you accept your responsibilities, you will do a good job and be successful. Some of these responsibilities are to:

1. Learn your job as thoroughly and quickly as possible.
2. Show initiative--do not wait for other people to start things all of the time. If you have a good idea for your job, let your supervisor know about it.
3. Be at work on time every day.
4. Follow company rules.
5. Follow safety procedures to protect yourself and other workers.
6. Be responsible.
7. Be courteous.
8. Be honest.
9. Be willing to accept criticism.
10. Be dependable.
11. Be enthusiastic.
12. Be loyal to the company and other workers.
13. Be friendly and cooperative.
14. Work hard and give full attention and effort to your job.

EMPLOYMENT SITUATIONS

The next four pages have employment situations for you to analyze. Read each situation and then answer the questions, using the information from this chapter. Try to imagine yourself in the situation and decide how you would handle it.

Situation 1 -

Bill is 19 years old. he works at a supermarket part-time. Most of the time he is responsible for stocking shelves. He is very slow in his work--other emplyees do much more work in the same length of time. When his supervisor tries to show him how he can work faster, he refuses to pay attention. He thinks his way is better even if he is slower. Bill often responds to suggestions the same way--always insisting on doing things his own way. The supervisor is going to fire him because of his unwillingness to learn.

What would you do if you were Bill's supervisor, to make Bill a better worker?

You are Bill's friend. What advice could you give Bill so he won't get fired from his next job?

Situation 2 -

The Acme Drug Company hired Joan for a part-time job to make deliveries, stock shelves, take inventory, clean up, and serve customers. Her duties are not scheduled ahead of time, and she is assigned the work when she arrives after school each day. Last Tuesday Joan did not show up for work. Tuesday afternoon there were a lot of important deliveries to be made and when Joan did not show up for work, the boss had to make the deliveries himself and leave the store without a manager. When she arrived for work on Wednesday the boss told her she was fired.

Was the boss fair to Joan?

If you were the supervisor, what would you do in this kind of situation?

If Joan was sick on Tuesday, what should she have done to save her job?

Situation 3 -

Don and Beth are both file clerks in a business office. Beth always arrives for work 10 to 20 minutes late. She goes to the rest room and puts on her makeup and combs her hair. She finally starts work about 9:00. Don always is at his desk promptly at 8:30 to begin his work. Even though Beth's clerical skills are as good as Don's, Don got a raise when it came time for performance evaluations. Beth did not get a raise.

Do you think Beth's boss is right not to give her a raise? Why?

If you were Beth, what would you do to improve your chances of getting a raise next time?

Situation 4 -

Nancy is a typist for the principal's office at her school. Many times her job involves typing reports with lots of numbers--attendance, budget, grades, etc. Nancy doesn't like to type statistical reports. The principal always gives complete directions on how he wants reports set up and typed. Sometimes Nancy changes a report, thinking her way is easier and looks as good as his. When this happens, the principal gives it back for her to retype the report. On one very long report, it took two days of retyping to put the report in the form the principal wanted. After that the principal told Nancy that he would fire her if she did not follow directions.

Is the principal being fair to Nancy?

What would you do if you were the boss in this situation?

Suppose that Nancy's idea for the report is better than her supervisor's. Should she still type it his way? Why or why not?

SUMMARY

You have now completed eight chapters covering the job search process. You should have a complete employment portfolio with all the information necessary for applying for jobs. you should also know how to look for jobs, how to apply for jobs, and how to begin work on a new job. you will be able to use this information for the rest of your life as you follow your own career path.

Congratulations and good luck in your future work.

SUPPLEMENTARY ACTIVITY

PHONE BOOKS

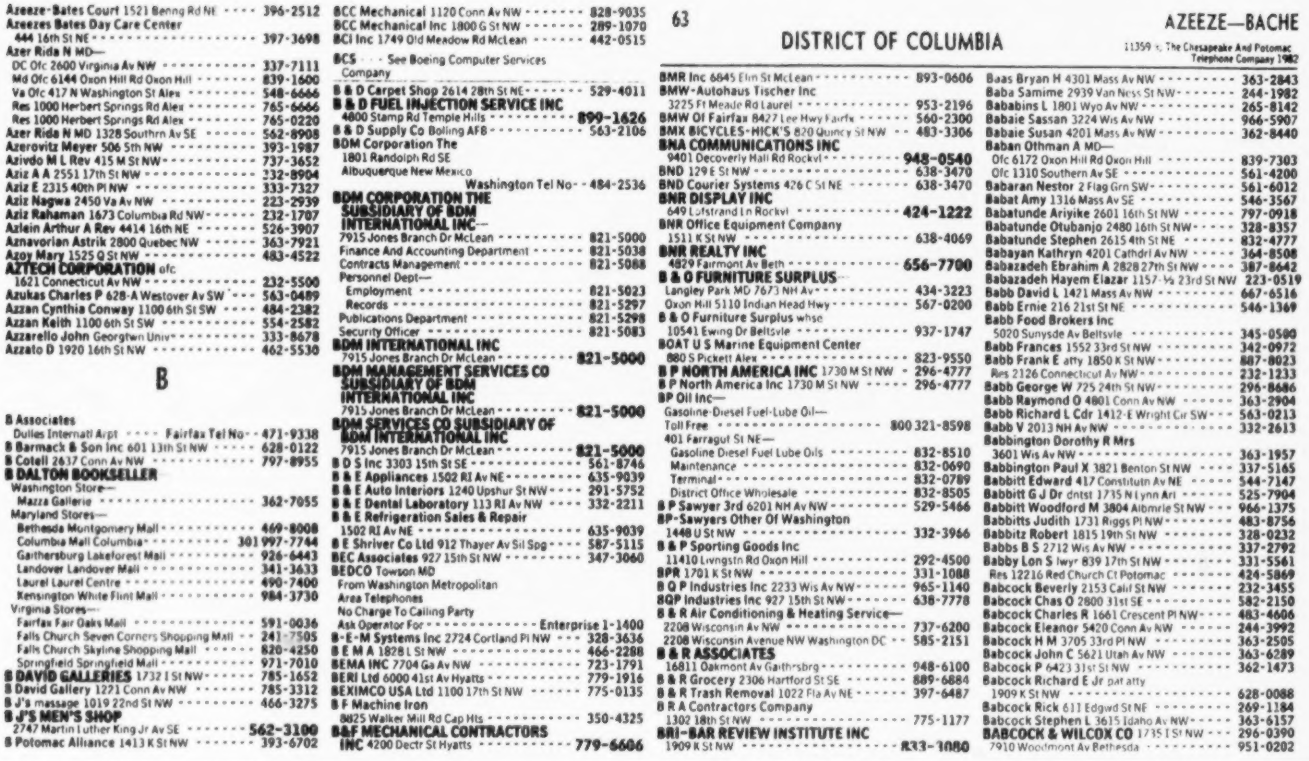
In Chapter III you learned to use the white pages of the telephone book to find a company if you know its name. Use the yellow pages when you know the kind of company you are looking for, but are not sure about the name.

You may also use the yellow pages if you want to look for jobs of one kind. You can find out how many companies are doing that kind of work, and where they are located.

You also learned how to use the Zip Code Directory so that you can mail your letters of application to prospective employers.

Work through the next four pages to be sure that you can read phone books and the zip code directory quickly and easily. If you still need practice, use directories in the classroom or library to look up addresses and zip codes for other companies.

WHITE PAGES ACTIVITY



63

DISTRICT OF COLUMBIA

AZEEZE—BACHE

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Azeeze-Bates Court 1521 Benng Rd NE 396-2512
Azeezes Bates Day Care Center
  444 16th St NE 397-3698
Azer Rida N MD—
  DC Ofc 2600 Virginia Av NW 337-7111
  Md Ofc 6144 Oxon Hill Rd Oxon Hill 839-1600
  Va Ofc 417 N Washington St Alex 548-6666
  Res 1000 Herbert Springs Rd Alex 765-6666
  Res 1000 Herbert Springs Rd Alex 765-0220
Azer Rida N MD 1328 Southrn Av SE 562-8908
Azerovitz Meyer 506 5th NW 393-1987
Azivdo M L Rev 415 M St NW 737-3652
Aziz A A 2551 17th St NW 332-8904
Aziz E 2315 40th Pl NW 333-7327
Aziz Nagwa 2450 Va Av NW 223-2939
Aziz Rahaman 1673 Columbia Rd NW 232-1707
Azlein Arthur A Rev 4414 16th NE 526-3907
Aznavorian Astrik 2800 Quebec NW 363-7921
Azoy Mary 1525 Q St NW 483-4522
AZTECH CORPORATION ofc
  1621 Connecticut Av NW 232-5500
Azukas Charles P 628-A Westover Av SW 563-0489
Azzan Cynthia Conway 1100 6th St SW 484-2382
Azzan Keith 1100 6th St SW 554-2582
Azzarello John Georgtwn Univ 333-8678
Azzato D 1920 16th St NW 462-5530

B

B Associates
  Dulles Internatl Arpt Fairfax Tel No 471-9338
B Barmack & Son Inc 601 13th St NW 628-0122
B Cotell 2637 Conn Av NW 797-8955
B DALTON BOOKSELLER
  Washington Store—
    Mazza Gallerie 362-7055
  Maryland Stores—
    Bethesda Montgomery Mall 469-8008
    Columbia Mall Columbia 301 997-7744
    Gaithersburg Lakeforest Mall 926-6443
    Landover Landover Mall 341-3633
    Laurel Laurel Centre 490-7400
    Kensington White Flint Mall 984-3730
  Virginia Stores—
    Fairfax Fair Oaks Mall 591-0036
    Falls Church Seven Corners Shopping Mall 241-7505
    Falls Church Skyline Shopping Mall 820-4250
    Springfield Springfield Mall 971-7010
B DAVID GALLERIES 1732 I St NW 785-1652
B David Gallery 1221 Conn Av NW 785-3312
B J's massage 1019 22nd St NW 466-3275
B J'S MEN'S SHOP
  2747 Martin Luther King Jr Av SE **562-3100**
B Potomac Alliance 1413 K St NW 393-6702
BCC Mechanical 1120 Conn Av NW 828-9035
BCC Mechanical Inc 1800 G St NW 289-1070
BCI Inc 1749 Old Meadow Rd McLean 442-0515
BCS - See Boeing Computer Services
  Company
B & D Carpet Shop 2614 28th St NE 529-4011
B & D FUEL INJECTION SERVICE INC
  4800 Stamp Rd Temple Hills **899-1626**
B & D Supply Co Bolling AFB 563-2106
BDM Corporation The
  1801 Randolph Rd SE
  Albuquerque New Mexico
    Washington Tel No 484-2536
BDM CORPORATION THE SUBSIDIARY OF BDM INTERNATIONAL INC—
  7915 Jones Branch Dr McLean 821-5000
  Finance And Accounting Department 821-5038
  Contracts Management 821-5088
  Personnel Dept—
    Employment 821-5023
    Records 821-5297
  Publications Department 821-5298
  Security Officer 821-5083
BDM INTERNATIONAL INC
  7915 Jones Branch Dr McLean **821-5000**
BDM MANAGEMENT SERVICES CO SUBSIDIARY OF BDM INTERNATIONAL INC
  7915 Jones Branch Dr McLean **821-5000**
BDM SERVICES CO SUBSIDIARY OF BDM INTERNATIONAL INC
  7915 Jones Branch Dr McLean **821-5000**
B D S Inc 3303 15th St SE 561-8746
B & E Appliances 1502 RI Av NE 635-9039
B & E Auto Interiors 1240 Upshur St NW 291-5752
B & E Dental Laboratory 113 RI Av NW 332-2211
B & E Refrigeration Sales & Repair
  1502 RI Av NE 635-9039
B E Shriver Co Ltd 912 Thayer Av Sil Spg 587-5115
BEC Associates 927 15th St NW 347-3060
BEDCO Towson MD
  From Washington Metropolitan
  Area Telephones
  No Charge To Calling Party
  Ask Operator For Enterprise 1-1400
B-E-M Systems Inc 2724 Cortland Pl NW 328-3636
B E M A 1828 L St NW 466-2288
BEMA INC 7704 Ga Av NW 723-1791
BERI Ltd 6000 41st Av Hyatts 779-1916
BEXIMCO USA Ltd 1100 17th St NW 775-0135
B F Machine Iron
  8825 Walker Mill Rd Cap Hts 350-4325
B&F MECHANICAL CONTRACTORS INC 4200 Dectr St Hyatts **779-6606**
BMR Inc 6845 Elm St McLean 893-0606
BMW-Autohaus Tischer Inc
  3225 Ft Meade Rd Laurel 953-2196
BMW Of Fairfax 8427 Lee Hwy Fairfx 560-2300
BMX BICYCLES-HICK'S 820 Quincy St NW 483-3306
BNA COMMUNICATIONS INC
  9401 Decoverly Hall Rd Rockvl **948-0540**
BND 129 E St NW 638-3470
BND Courier Systems 426 C St NE 638-3470
BNR DISPLAY INC
  649 Lofstrand Ln Rockvl **424-1222**
BNR Office Equipment Company
  1511 K St NW 638-4069
BNR REALTY INC
  4829 Fairmont Av Beth **656-7700**
B & O FURNITURE SURPLUS—
  Langley Park MD 7673 NH Av 434-3223
  Oxon Hill 5110 Indian Head Hwy 567-0200
B & O Furniture Surplus whse
  10541 Ewing Dr Beltsvle 937-1747
BOAT U S Marine Equipment Center
  880 S Pickett Alex 823-9550
B P NORTH AMERICA INC 1730 M St NW 296-4777
B P North America Inc 1730 M St NW 296-4777
BP Oil Inc—
  Gasoline-Diesel Fuel-Lube Oil—
  Toll Free 800 321-8598
  401 Farragut St NE—
    Gasoline Diesel Fuel Lube Oils 832-8510
    Maintenance 832-0690
    Terminal 832-0789
    District Office Wholesale 832-8505
B P Sawyer 3rd 6201 NH Av NW 529-5466
BP-Sawyers Other Of Washington
  1448 U St NW 332-3966
B & P Sporting Goods Inc
  11410 Livngstn Rd Oxon Hill 292-4500
BPR 1701 K St NW 331-1088
B Q P Industries Inc 2233 Wis Av NW 965-1140
BQP Industries Inc 927 15th St NW 638-7778
B & R Air Conditioning & Heating Service—
  2208 Wisconsin Av NW 737-6200
  2208 Wisconsin Avenue NW Washington DC 585-2151
B & R ASSOCIATES
  16811 Oakmont Av Gaithrsbrg 948-6100
B & R Grocery 2306 Hartford St SE 889-6884
B & R Trash Removal 1022 Fla Av NE 397-6487
B R A Contractors Company
  1302 18th St NW 775-1177
BRI-BAR REVIEW INSTITUTE INC
  1909 K St NW **833-3080**
Baas Bryan H 4301 Mass Av NW 363-2843
Baba Samime 2939 Van Ness St NW 244-1982
Bababins L 1801 Wyo Av NW 265-8142
Babaie Sassan 3224 Wis Av NW 966-5907
Babaie Susan 4201 Mass Av NW 362-8440
Baban Othman A MD—
  Ofc 6172 Oxon Hill Rd Oxon Hill 839-7303
  Ofc 1310 Southern Av SE 561-4200
Babaran Nestor 2 Flag Grn SW 561-6012
Babat Amy 1316 Mass Av SE 546-3567
Babatunde Ariyike 2601 16th St NW 797-0918
Babatunde Otubanjo 2480 16th St NW 328-8357
Babatunde Stephen 2615 4th St NE 832-4777
Babayan Kathryn 4201 Cathdrl Av NW 364-8508
Babazadeh Ebrahim A 2828 27th St NW 387-8642
Babazadeh Hayem Elazar 1157-½ 23rd St NW 223-0519
Babb David L 1421 Mass Av NW 667-6516
Babb Ernie 216 21st St NE 546-1369
Babb Food Brokers Inc
  5020 Sunysde Av Beltsvle 345-0500
Babb Frances 1552 33rd St NW 342-0972
Babb Frank E atty 1850 K St NW 887-8023
  Res 2126 Connecticut Av NW 232-1233
Babb George W 725 24th St NW 296-8686
Babb Raymond O 4801 Conn Av NW 363-2904
Babb Richard L Cdr 1412-E Wright Cir SW 563-0213
Babb V 2013 NH Av NW 332-2613
Babbington Dorothy R Mrs
  3601 Wis Av NW 363-1957
Babbington Paul X 3821 Benton St NW 337-5165
Babbitt Edward 417 Constitutn Av NE 544-7147
Babbitt G J Dr dntst 1735 N Lynn Arl 525-7904
Babbitt Woodford M 3804 Albmrle St NW 966-1375
Babbitts Judith 1731 Riggs Pl NW 483-8756
Babbitz Robert 1815 19th St NW 328-0232
Babbs B S 2712 Wis Av NW 337-2792
Babby Lon S lwyr 839 17th St NW 331-5561
  Res 12216 Red Church Ct Potomac 424-5869
Babcock Beverly 2153 Calif St NW 232-3455
Babcock Chas O 2800 31st SE 582-2150
Babcock Charles R 1661 Crescent Pl NW 483-4606
Babcock Eleanor 5420 Conn Av NW 244-3992
Babcock H M 3705 33rd Pl NW 363-2505
Babcock John C 5621 Utah Av NW 363-6289
Babcock P 6423 31st St NW 362-1473
Babcock Richard E Jr pat atty
  1909 K St NW 628-0088
Babcock Rick 611 Edgwd St NE 269-1184
Babcock Stephen L 3615 Idaho Av NW 363-6157
BABCOCK & WILCOX CO 1735 I St NW 296-0390
  7910 Woodmont Av Bethesda 951-0202

1. I would use the white pages when I know ______________________

____

2. The names on this page start with ______________________

and end with ______________________.

3. What is the street address of B & R Associates? __________

____

4. In what city is B & R Associates located? ______________

____

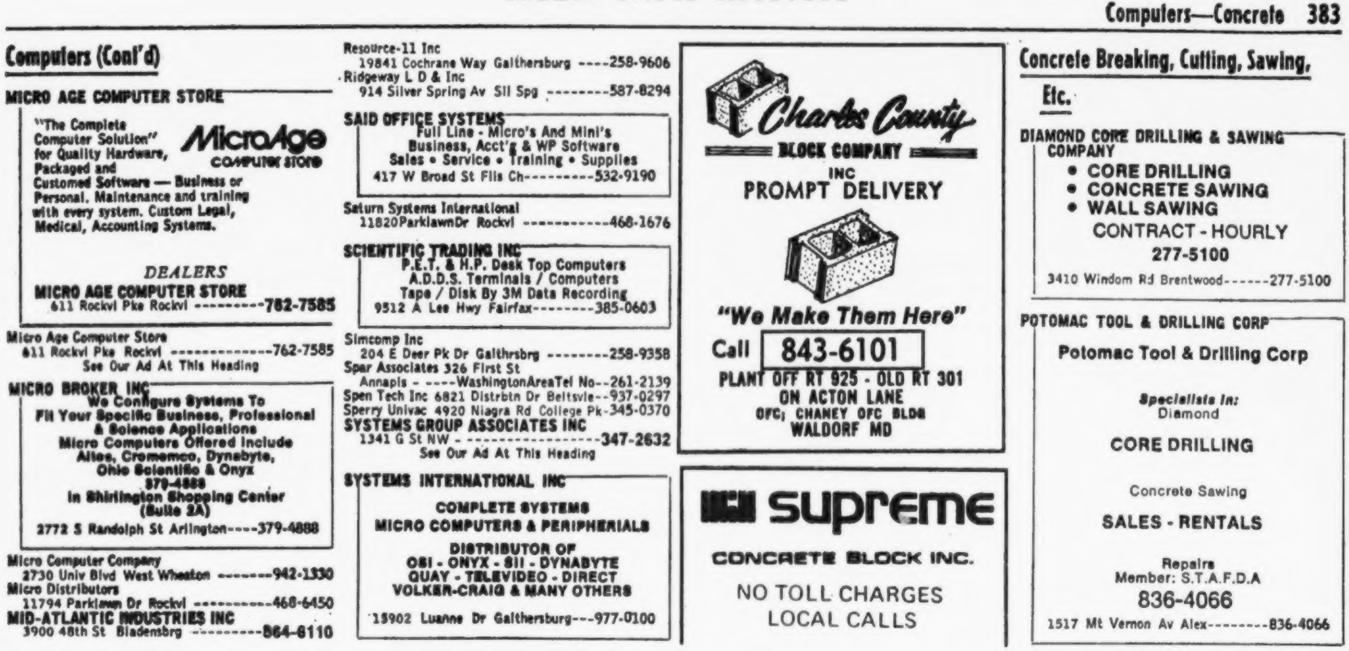
5. Is that in the District of Columbia? ______________

How do you know that?

6. Can you tell what kind of business B & R Associates is?

____

YELLOW PAGES ACTIVITY



Computers—Concrete 383

Computers (Cont'd)

MICRO AGE COMPUTER STORE

"The Complete
Computer Solution"
for Quality Hardware,
Packaged and
Customed Software — Business or
Personal. Maintenance and training
with every system. Custom Legal,
Medical, Accounting Systems.

MicroAge
COMPUTER STORE

DEALERS

MICRO AGE COMPUTER STORE
611 Rockvl Pke Rockvl ----------782-7585

Micro Age Computer Store
611 Rockvl Pke Rockvl --------------762-7585
See Our Ad At This Heading

MICRO BROKER INC

We Configure Systems To
Fit Your Specific Business, Professional
& Science Applications
Micro Computers Offered Include
Altos, Cromemco, Dynabyte,
Ohio Scientific & Onyx
379-4888
In Shirlington Shopping Center
(Suite 2A)
2772 S Randolph St Arlington----379-4888

Micro Computer Company
2730 Univ Blvd West Wheaton --------942-1330
Micro Distributors
11794 Parklawn Dr Rockvl -----------468-6450
MID-ATLANTIC INDUSTRIES INC
3900 48th St Bladensbrg ----------864-8110

Resource-11 Inc
19841 Cochrane Way Gaithersburg ----258-9606
Ridgeway L D & Inc
914 Silver Spring Av Sil Spg ---------587-8294

SAID OFFICE SYSTEMS

Full Line - Micro's And Mini's
Business, Acct'g & WP Software
Sales • Service • Training • Supplies
417 W Broad St Flls Ch----------532-9190

Saturn Systems International
11820ParklawnDr Rockvl ------------468-1676

SCIENTIFIC TRADING INC

P.E.T. & H.P. Desk Top Computers
A.D.D.S. Terminals / Computers
Tape / Disk By 3M Data Recording
9512 A Lee Hwy Fairfax---------385-0603

Simcomp Inc
204 E Deer Pk Dr Gaithrsbrg ---------258-9358
Spar Associates 326 First St
Annapls - ----WashingtonAreaTel No--261-2139
Spen Tech Inc 6821 Distrbtn Dr Beltsvle--937-0297
Sperry Univac 4920 Niagra Rd College Pk-345-0370
SYSTEMS GROUP ASSOCIATES INC
1341 G St NW - ------------------347-2632
See Our Ad At This Heading

SYSTEMS INTERNATIONAL INC

COMPLETE SYSTEMS
MICRO COMPUTERS & PERIPHERIALS

DISTRIBUTOR OF
OSI - ONYX - SII - DYNABYTE
QUAY - TELEVIDEO - DIRECT
VOLKER-CRAIG & MANY OTHERS

15902 Luanne Dr Gaithersburg---977-0100

Charles County
BLOCK COMPANY
INC
PROMPT DELIVERY
"We Make Them Here"
Call 843-6101
PLANT OFF RT 925 - OLD RT 301
ON ACTON LANE
OFC; CHANEY OFC BLDG
WALDORF MD

supreme
CONCRETE BLOCK INC.
NO TOLL CHARGES
LOCAL CALLS

Concrete Breaking, Cutting, Sawing, Etc.

DIAMOND CORE DRILLING & SAWING COMPANY

- CORE DRILLING
- CONCRETE SAWING
- WALL SAWING

CONTRACT - HOURLY
277-5100
3410 Windom Rd Brentwood------277-5100

POTOMAC TOOL & DRILLING CORP

Potomac Tool & Drilling Corp
Specialists In:
Diamond
CORE DRILLING
Concrete Sawing
SALES - RENTALS
Repairs
Member: S.T.A.F.D.A
836-4066
1517 Mt Vernon Av Alex--------836-4066

1. I use the yellow pages when I know ______________________

____

2. Under "Computers" find Sperry Univac. Write its street address, city, and state. ______________________

____

3. Find the name of a computer company in Falls Church, Virginia. ______________________

4. What kinds of listings are on page 383 in this book?

____

to ____

5. Where is the Potomac Tool and Drilling Corporation.

6. Does the yellow pages give you zip codes for your letters of application? ______________________

7. Where can you find the zip codes? ______________________

____

ZIP CODE ACTIVITY

VIRGINIA

(Abbreviation: VA)

Post office and county	ZIP code
Abingdon, Washington, G C	24210
Accomac, Accomack,	23301
Achilles, Gloucester,	23001
Acredalo, S x Virginia Beach	234
Afton, Nelson,	22920
Airlie, B Warrenton	22186
Alberta, Brunswick,	23821
Aldie, Loudoun,	22001
ALEXANDRIA, Independent City, † C	223
Belle View B x (Fairfax Co.)	
Community B x (Fairfax Co.)	
Engleside B x (Fairfax Co.)	
Franconia B x (Fairfax Co.)	
George Washington S x	
Jefferson Manor B x (Fairfax Co.)	
Lincolnia S x G	
Olde Towne S x G	
Parkfairfax S x	
Potomac S x	
Shirley Duke S x	
Theological Seminary S	
Wellington B (Fairfax Co.)	
Alfonso, Lancaster,	22421
Allisonia, Pulaski,	24310
Altavista, Campbell, G C	24517
Backbay, S x Virginia Beach	234
Bacova, Bath,	24412
Baileys Crossroads, B x Falls Church	22041
Banco, Madison,	22711
Bandy, Tazewell,	24602
Barboursville, Orange,	22923
Barhamsville, New Kent,	23011
Barracks Road, S x Charlottesville	229
Barren Springs, Wythe,	24313
Baskerville, Mecklenburg,	23915
Bassett, Henry, G	24055
Bastian, Bland,	24314
Basye, Shenandoah,	22810
Batesville, Albemarle,	22924
Battery Park, Isle Of Wight,	23304
Bavon, Mathews,	23013
Bayford, P Franktown	23354
Bayside, S x Virginia Beach	234
Bealeton, Fauquier,	22712
Beaumont, CPO Goochland	23014
Beaverdam, Hanover,	23015
Beaverlett, Mathews,	23016
Bedford, Independent City, G C	24523
Bee, Dickenson,	24217
Bellamy, Gloucester,	23017
Belle Haven, Accomack,	23306
Belle View, B x Alexandria	22307
Bellevue, B x Richmond	232
Boykins, Southampton,	23827
Bracey, Mecklenburg,	23919
Branchville, Southampton,	23828
Brandy Station, Cuipeper,	22714
Dreaks, Dickenson,	24607
Bremo Bluff, Fluvanna,	23022
Bridgewater, Rockingham, C	22812
Brightwood, Madison,	22715
Bristol, Independent City, G C	24201
Main Office Boxes X	24203
Stephen Holston Boxes X (Sullivan Co.)	37625
Shelby Street S x (Sullivan Tn Co.)	
Stephen Holston S x (Sullivan Tn Co.)	
Bristow, Prince William,	22013
Broadford, Smyth,	24316
Broad Rock, S Richmond	23224
Broad Run, Prince William,	22014
Broadway, Rockingham,	22815
Brodnax, Brunswick,	23920
Brooke, Stafford,	22430
Brookneal, Campbell,	24528
Brownsburg, Rockbridge,	24415
Browntown, CPO Bentonville	22610
Brucetown, Frederick,	22622
Bruington, King And Queen,	23023
Cauthornville, King And Queen,	23029
Codar Bluff, Tazewell,	24609
Centor Cross, Essex,	22437
Central, S x Richmond	232
Contral, S x Arlington	222
Central Martinsville, S x G Martinsville	24112
Central Martinsville Boxes, X Martinsville	24114
Centreville, Fairfax,	22020
Ceres, Bland,	24318
Champlain, Essex,	22438
Chance, Essex,	22439
Chantilly, B x Fairfax	22021
Charles City, Charles City,	23030
Charlotte Court House, Charlotte,	23923
CHARLOTTESVILLE, Independent City, † G C	229
Barracks Road S x	
Downtown S x	
Miller School CPO (Albemarle Co.)	
Monticello CPO (Albemarle Co.)	
Newcomb Hall S	
Sanatorium CPO (Albemarle Co.)	
University S x	
Clinchport, P Dutfield	24244
Clintwood, Dickenson,	24228
Clover, Halifax,	24534
Cloverdale, Boletourt,	24077
Cluster Springs, Halifax,	24535
Cobbs Creek, Mathews,	23035
Cobham, CPO Keswick	22929
Coeburn, Wise,	24230
Coleman Falls, Bedford,	24536
Coles Point, Westmoreland,	22442
College, S x Fredericksburg	224
College Boxes, X Fredericksburg	22402
Collinsville, Henry, C	24078
Cologne, CPO West Point	23037
Colonial Beach, Westmoreland, C	22443
Oak Grove CPO	
Colonial Heights, Independent City, C	23834
Colonial Williamsburg, S Williamsburg	23185
Columbia, Fluvanna,	23038
Colvin Run Mill, CPO Great Falls	22066
Community, B x Alexandria	22306
Conaway, Buchanan,	24611
Concord, Campbell,	24538
Conicville, P Mount Jackson	22842
Copper Hill, Floyd,	24079
Corbin, Caroline,	22446
Denbigh, S x G Newport News	236
Dendron, Surry,	23839
Dewitt, S x Fort Delvoir	22060
Dewitt, Dinwiddie,	23840
Diggs, Mathews,	23045
Dillwyn, Buckingham,	23936
Andersonville CPO	
Sprouses Corner CPO	
Dinwiddie, Dinwiddie,	23841
Disputanta, Prince George,	23842
Doe Hill, Highland,	24433
Dogue, King George,	22451
Dolphin, Brunswick,	23843
Doran, Tazewell,	24612
Doswell, Hanover,	23047
Downtown, S x Manassas	221
Downtown, S x Charlottesville	229
Downtown, S x Roanoke	240
Downtown, S x G Leesburg	22075
Downtown, S x Lynchburg	245
Drakes Branch, Charlotte,	23937
Draper, Pulaski,	24324
Drewryville, Southampton,	23844
Driver, S x G Suffolk	234
Dryden, Lee,	24243
Dry Fork, Pittsylvania,	24549
Dublin, Pulaski,	24084
Duffield, Scott,	24244

1. The cities listed above are in ______________________

2. What is the zip code for Bealeton, Virginia? ___________

3. What county is Bealeton in? __________________________

4. Do all homes and businesses in Charlottesville have the same zip code? _________________

5. How do you know that? ____________________________

____

6. What is the state abbreviation for Virginia? ___________

7. So far, you have this listing for Potomac Tool and Drilling Company:

Potomac Tool and Drilling Company
1517 Mt. Vernon Avenue
Alexandria, Virginia

Where will you look to find the zip code for this company?

____

ZIP CODE ACTIVITY - PART 2

POST OFFICES WITH STREET LISTINGS **ALEXANDRIA VA**

Leisure Ct	22310
Leith Pl	22307
Lenclair	22306
Lenore Ln	22303
Leo Ln	22308
Leric Ln	22306
Leslie Ave	22301
Lester Ct	22311
Leverett Ct	22311
Lewin Dr	22310
Lichen Ct	22306
Lida Ct	22306
Lilac Ln	22308
Lillian Ln	22310
Lily Ln	22306
Lincoln Ave, S	22312
Lincolnia Rd	
6100-6499	22312
Lindberg Dr	22306
Linden St E & W	22301
Lindsay Pl	22304
Linmar Ct	22312
Linnean	22303
Linton Ln	22308
Lisbon Ln	22306
Little	22301
Little Creek Ln	22309
Little Hunting Creek Dr	22309
Little River Tpke	
6200-6658	22312
Lloyd Ln	22302
Lockheed Blvd	22306
Locust Ln	
200-299	22302
3900-3999	22310
Lodestone Ct	22306
Lofthill Ct	22310
Lofty Oak Pl	22309
Logan Ct	22310
Lomack Ct	22312
Marilyn Dr	22310
Marine Dr	22307
Mariners Mill Ct	22310
Marionet	22312
Mariposa Pl	22309
Maris Ave	22304
Marjoram Ct	22310
Mark Dr	22305
Marl Pat Dr	22310
Marlan Dr	22307
Marlboro Dr	22304
Marshall Ln	22302
Martha	22309
Martha Custis Dr	22302
Martha Washington	22309
Marthas Rd	22307
Martin, S	22312
Martinique Ln	22310
Mary Baldwin Dr	22307
Maryland	22309
Maryview	22310
Mason Ave, E & W	22301
Mason Hill Dr	
1600-2099	22307
2100-2199	22306
Masonic View Ave E & W	22301
Massey Ct	22303
Masters Ct	22308
Maury Ln	22304
Maury Pl	22309
Mavis Ct	22309
Maxine Ct	22310
May Blvd	22310
Mayapple Pl	22312
Maybrook Pl	22309
Mayer Pl	22302
Mayfair Ct & Ln	22310
Mayflower Ct	22312
Mayhunt Ct	22312
Moon Rock Ct	22306
Moore Pl	22305
Morey Ln	22308
Morgan Ct & St, N	22312
Morin	22312
Morningside Ln	22308
Mosby	22305
Moss Pl	22304
Mount Pl	22305
Mount Eagle Dr	22303
Mount Eagle Pl	22302
Mount Ida Ave, E	22301
Mount Ida Ave, W	22305
Mount Vernon Ave	
1-2899	22301
2900-4199	22305
Mount Vernon Cir	22309
Mount Vernon Dr	22303
Mount Vernon Hwy & Lndg	22309
Mount Vernon Memorial Hwy	
4200-5699	22309
Mount Woodley Pl	22306
Mount Zephyr Dr & St	22309
Muir Pl	22312
Muirs Ct	22314
Mulberry Ct	22310
Mums Dr	22306
Munhall Ln	22310
Murrys Ave	22301
Myrtle St, E & W	22301
Nagy Pl	22312
Nalls Rd	22309
Namassin Rd	22308
Napper Rd	22306
Navahoe Dr, S	22312
Naylor Pl & St, N	22304
Neal Dr	22308
Nealon Pl	22312
Old Stage Rd	22308
Old Telegraph Rd	22310
Old Town Ct	22314
Olde Towne Ct & Rd	22307
Olmi Landrith Dr	22307
Olympic Way	22312
Orange Ct	22309
Orchard	22302
Orinda Ct	22309
Oriole Ln	22306
Orlando Pl	22305
Orleans Pl	22304
Ormond Ave	22304
Oronoco	22314
Orville	22309
Osage	22302
Osman Dr	22309
Otley	22310
Outlot	22306
Oval Dr	22305
Overlook Dr	22312
Overlook Dr, N & S	22305
Overly Dr	22310
Owen, N	22304
Oxbow Ct	22308
Oxford Ave, E	22301
Pace Ln	22306
Page Ter	22302
Painter Dr	22306
Palin Pl	22303
Palmer Pl	22304
Pansy Dr	22306
Pantano Pl	22309
Park Pl	22303
Park Rd	
200-399	22301
4400-4699	22312
Park Ter	22310
Park Center Dr	22302
Park Manor Pl	22306
Pine Grove Cir	22303
Pinebrook Rd	22310
Pinelake Ct	22309
Piney Run Dr	22310
Pintail Ct	22306
Piper Ct & Ln	22306
Pipit Dr	22306
Pitt St, N & S	22314
Pitt Mews	22314
Plymouth Rd	22308
Poag	22303
Poinsetta Dr	22306
Pole Rd	22309
Polk Ave	22304
Pomander Walk	22314
Pomegranate Ct	22309
Popkins Ln	
2100-2299	22307
2300-3099	22306
Popkins Farm Rd	22306
Poplar Dr	22310
Porter Ln	22308
Portner Pl & Rd	22314
Potomac	22314
Potomac Ave	22307
Potomac Ct	22314
Potomac Ln	22308
Potters Ln	22310
Powhatan	22314
Poyntz Pl	22310
Pratt Ct & St	22310
Presidential Dr	22309
Preston Ave	22306
Preston Rd	22302
Price	22301
Prices Ln	22308
Prince	22314
Princess	22314
Princeton Blvd	22314
Princeton Dr	22307
Renault Pl	22309
Renee	22310
Republic Ct	22306
Revere Dr	22308
Reynolds, S	22304
Rhoades Pl	22304
Richards Ln	22302
Richenbacher Ave	22304
Richmarr Pl	22304
Richmond Ave	22309
Richmond Ave	
8400-8699	22309
Richmond Hwy	
5800-6299	22303
6300-8099	22306
8100-9099	22309
Richmond Ln	22305
Ridge Dr	22306
Ridge Rd	22302
Ridgecrest Dr	22308
Ridgeview Dr	22310
Ridgewood Rd	22312
Riefton Ct	22310
Ripley St, N	22304
Ripon Pl	22302
Rippon Rd	22307
Rita Ct	22306
Rive Dr	22309
River Farm Dr	22308
Riverside Rd	22308
Riverview Ter	22303
Riverwood Ct & Rd	22309
Rixey Dr	22303
Roan Ln	22302
Roanoke Ave	22311
Roanoke Dr	22307
Robert E Lee Pl	22306
Roberts Ct & Ln	22314
Robertson Blvd	22309
Robinhood Ct	22306
Saul Rd	22306
Sausalito Pl	22309
Saville Ct	22306
Saylor Pl	22304
Scarborough Sq	22309
Schelhorn Rd	22306
School	22303
Schooley Dr	22306
Schopan	22306
Schurtz Dr	22310
Scotch Dr	22310
Scotland Rd	22309
Scott, N	22311
Scott Pl	22308
Scoville	22311
Scroggins Rd	22302
Seaport Ln	22314
Seaton	22306
Seay	22314
Second	
300-999	22314
6400-6499	22312
Segundo Pl	22309
Seminary Rd	
3600-4799	22304
4900-5499	22311
5500-5698	22311
Seminole Ave	22312
Sequoia Ct	22312
Seven Woods Dr	22309
Seventh	22312
Sevor Ln	22309
Sexton	22309
Shade Tree Ln	22310
Shadow Walk	22310
Shaffer Dr	22310
Shallott Ct	22310
Shannon Ct	22306
Shannon Hill Rd	22310
Sharon Chapel Rd	22310

1. Are all of these streets in the same city and state?

____

2. What is the city and state?

____

3. What is the zip code for houses on Potomac Lane? ________

4. What is the zip code for a business at 5205 Seminary Road?

____

5. Do addresses on E. Mason Avenue have the same zip code as addresses on W. Mason Avenue? _______________

6. What is the zip code for 201 N. Overlook Drive? _________

7. What is the zip code for 201 Overlook Drive? ____________

8. What is the zip code for your listing of Potomac Tool and Drilling Company? _________________

9. Do you now have everything you need to mail a letter of application to Potomac Tool and Drilling Company? ________

SUPPLEMENTARY ACTIVITY

ALL ABOUT PAY

Pay is what you earn for work performed. Usually pay is money, but it does not have to be. sometimes food or housing may be a part of pay. If your school has dormitories, the dormitory advisors may get free apartments or meals as part of their pay. If you have worked at a fast food restaurant, maybe part of your pay was a free meal each day. Sometimes the use of a company car is part of a worker's pay.

Pay is also called salary, wages, compensation, or remuneration. Pay may be formally established by the company or it may be informally decided between the employer and the worker. When you babysit or mow the lawn for a neighbor, you and the neighbor decide what is a fair amount of pay for the job. When you take a job where there are other employees, the pay will be more formally decided. Most employers try to pay everyone fairly for the work they do.

All employers must follow certain laws to protect workers. Many jobs have a minimum wage requirement. Congress has increased this amount over the years when inflation has made it necessary. There are also laws that require employers to take money out of paychecks for taxes and retirement, and to send that money to federal and state governments. The employer must show you exactly how much money has been taken out of your pay and sent to the government. If you are a student and work only part time, you probably will get some of the money deducted for taxes back at the end of the year.

Gross pay is the total amount of money you earn before any money is deducted from your pay. This amount should be equal to the number of hours you have worked times the amount you earn each hour. This amount should be clearly marked on your paycheck stub or pay envelope.

Net pay is the amount of money you actually receive each pay day. This is the amount left after your employer deducts for taxes, retirement, and anything else you are having deducted. As a student worker, you will probably not have other things taken out of your paycheck, but later when you work in a permanent job you may want to deduct hospitalization insurance, life insurance, savings bonds, or other retirement savings. The amount of your deductions and net pay should also be clearly shown on your paycheck stub or pay envelope.

You may be paid in several ways. The most common ways are:

Weekly: A check or cash on the same day of the week, every week--every Tuesday or every Friday.

Bi-weekly: A check or cash every two weeks, usually on the same day of the week.

Monthly: A check or cash every month, usually on the same day of the month--10th, 15th, 20th, etc.

Before you take a job, it is important for you to know:

- The amount of pay you will receive each pay period.
- The deductions that will be taken from your pay.
- How to report the hours you have worked--fill out a time card, punch a time clock, sign a paper your supervisor fills out to verify your hours, etc.
- Do you get paid vacations, holidays, sick leave, or other benefits related to pay? As a part-time or temporary student worker, you may not get these benefits, but they will be important later on a full-time, permanent job.
- When and where will you receive your pay?

When you know your hourly rate of pay and the number of hours you will work, you can figure out your gross pay for a week or for the summer. You will want to do this when you are deciding whether or not to accept a job, if the pay is important to your decision.

After you accept the job and find out how often you will be paid, you can figure out your gross pay for each pay period. It is a good idea to do this when you start work so you will know what to expect in your first paycheck. Then if there are any problems with your paycheck, you can discuss them with the personnel office or the person who figures the payroll.

The problems on page 181 will help you understand how to figure your pay.

FIGURING PAY

1. John is working for six weeks this summer at a day camp. He receives $4 per hour and works 25 hours each week. How much gross pay will he receive for his summer work?

   John is paid bi-weekly. What is the gross pay for one paycheck? Does John receive this amount? Why?

2. Betty is working in her Dad's office this summer. She works 40 hours each week. She gets $5 per hour. She also is paid bi-weekly. How much is the gross pay for one of Betty's paychecks?

   If Betty works eight weeks, how much total pay will she earn during the summer before deductions?

3. Bill and Joan work in the principal's office at school. They each work one hour each school day. They earn $4.50 per hour. They are paid weekly. How much gross pay does each person receive every week?

   If the school deducts $5.15 each week for taxes and retirement, how much net pay does each person receive in a week?

RATES OF PAY

All workers do not receive the same amount of pay. Why do you think an employer pays more for some jobs than others?

Some reasons why jobs are given different rates of pay are:

1. The difficulty or complexity of the job, including:
    a. How much do you have to know to do the job?
    b. Do you have to analyze information and solve problems?
    c. Do you make responsible decisions, and do they affect the success of the company?
    d. How much do you supervise other people? Do you have to understand their jobs as well as your own?
2. Are there many people available to do the job? If not many people are trained to do a job, the pay will have to be higher, because there is more competition for trained workers.
3. How much do other employers in the area pay for the same job?
4. How much training, skill, and education is required for the job?
5. Is the job important compared to other jobs in the same company?

What are other reasons why rates of pay may be different? List them here.

FIGURING RATES OF PAY

Tom McDonald has just started the Love Notes greeting card business and is ready to hire his first employees. Tom will be the president of the company and he wants to hire six other workers.

Tom does not know which jobs should be paid the most, so he asks you to decide which job should get the most pay, which job should get the least pay, and how the other jobs should be ranked. Tom knows you have studied the reasons why jobs get different rates of pay. Read the job descriptions. Then use what you learned from reading and class discussion to list the jobs in order from highest to lowest pay.

Administrative secretary - works for the president answering the phone, handling the mail, preparing and typing all reports, setting up schedule of meetings and appointments, and assisting the president as he requests.

Artist/Designer - creates Love Notes from his or her own ideas and those of the president. Does all art work and layout so they are ready for printing.

Bookkeeper - keeps all financial records of the company. Develops budget and expenditure information for the president, handles the payroll, taxes, etc.

Maintenance person - cleans the offices and printshop, and does minor repairs to furniture and equipment.

President - serves as the head of the company, responsible for obtaining money to start the company, pay workers, and make a profit. Sees that good staff is hired; represents the business with other companies and the community, etc.

Printer - prints the greeting cards and gets them ready for shipment to stores that will sell them. Orders paper, ink, and other materials necessary for different kinds of cards.

Salesperson - sells the Love Notes to stores that will sell them to individual customers. Must know about greeting cards and be able to convince store owners that these greeting cards will be chosen by customers and make a profit for the store.

Now list the job titles from highest pay (1) to lowest pay (7). Give a brief reason for why you put each job in that position.

	Job Title	Reason for Pay
1.	____________________	______________________________
2.	____________________	______________________________
3.	____________________	______________________________
4.	____________________	______________________________
5.	____________________	______________________________
6.	____________________	______________________________
7.	____________________	______________________________

Share your decisions with the class. Does everyone have the jobs in the same order? Discuss the reasons why different students made different decisions.

You may want to do the same activity using five or six jobs people do in your school. List the job titles and discuss the reasons why rates of pay might be different for different jobs.

SUPPLEMENTARY ACTIVITY

TAX FORMS

Some of the forms you will be asked to sign as soon as you start work relate to taxes.

The form on pages 186 and 187 is called a W-4 form. It is related to federal income taxes and will determine how much tax is withheld from your paycheck. This is a required form and you need to fill it out carefully. Fill out the form so you can keep this copy in your employment portfolio as a reminder for when you start your next job.

The form on page 188 is a state withholding tax form. The sample here is from the District of Columbia. Most state forms are similar, but if you are from another state be sure you understand how to fill out your form when you begin work. This form determines how much state tax will be kept from your paycheck. Fill out the sample form for practice and keep it in your portfolio.

Never sign any forms until you are sure you understand them and have filled them out correctly.

1987

Department of the Treasury
Internal Revenue Service

Instructions for Form W-4

Employee's Withholding Allowance Certificate

Why Must I Complete a New Form W-4?

The Tax Reform Act of 1986 made many changes to the tax law that could affect your taxes for 1987. Therefore, the amount of tax that is now withheld from your pay may no longer be correct. So that your employer will not withhold too much or too little tax from your pay, give your employer a new Form W-4.

When Must I File the Form?

Give your employer a new Form W-4 **as soon as possible**. While the law requires you to file a new form before October 1, 1987, you are urged to file early to avoid incorrect withholding.

What Happens If I Do Not Complete the Form?

The amount of tax withheld from your pay may not be close to the amount of tax you will owe when you file your tax return. If you do not give your employer a new Form W-4, your employer will have to ignore any previous form you have filed, and the amount withheld will probably not be correct for your tax situation.

How Do I Complete the Form?

The following instructions tell you how to complete the Form W-4 on this page. Use the worksheet on page 3 to figure the number of withholding allowances you can claim on Form W-4.

Please Note: Most employees will have to complete ONLY lines A through E of the worksheet. But if you have a spouse who is also employed, or you have more than one job at the same time, or you have nonwage income, complete the rest of the worksheet. You should also complete the worksheet if you have itemized deductions, tax credits, adjustments to income, or the age or blindness deduction.

Should I Claim the Special Withholding Allowance?

Claim this allowance if you have only one job at a time and you don't have a working spouse. Take this allowance so that you won't have too much tax withheld from your pay. See line B of the worksheet on page 3.

Step-by-Step Instructions

Step 1—How To Complete Form W-4.—First, fill in the information asked for on lines 1 through 3 of the form. Then, if you think you might be exempt from withholding, read the instructions for Step 2 below. Otherwise, skip to Step 3 on page 2. If you want to have more money withheld from your pay, see Step 4 on page 2.

After your new Form W-4 takes effect, you should check to see if you are having the proper amount withheld. To do this, you may want to get **Publication 919,** Is My Withholding Correct? For more details on withholding, get **Publication 505**, Tax Withholding and Estimated Tax, and **Publication 553**, Highlights of 1986 Tax Law Changes. You can get these publications by calling 1-800-424-FORM (3676).

Note: ***If Your Allowances Change.***—*If the number of withholding allowances you are entitled to claim decreases to fewer than the number you claim on this Form W-4, you must file a new W-4 within 10 days.*

Step 2—Are You Exempt From Withholding?—You are exempt from withholding ONLY if:

1. Last year you did not have any Federal income tax liability; AND
2. This year you expect to have no Federal income tax liability.

Important Change in the Law.—If you can be claimed as a dependent on another person's tax return (for example, on your parent's return), you may not be exempt. You **cannot** claim exempt status if you have any nonwage income, such as interest on savings, and expect your wages plus this nonwage income to add up to more than $500.

If you are exempt, go to line 6 of Form W-4 and complete the appropriate boxes. Your exempt status will remain in effect until February 15 of the next year. If you still qualify for exempt status next year, complete and file a new form by that date.

(Continued on page 2)

Cut along this line and give this form to your employer. Keep the rest for your records.

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see instructions.**

OMB No. 1545-0010
1987

1 Type or print your full name

2 Your social security number

Home address (number and street or rural route)

City or town, state, and ZIP code

3 Marital Status ☐ Single ☐ Married
☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

4 Total number of allowances you are claiming (from the Worksheet on page 3) . . . .

5 Additional amount, if any, you want deducted from each pay (see Step 4 on page 2) . . . . $

6 I claim exemption from withholding because (see Step 2 above and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld. If both a and b apply, enter the year effective and "EXEMPT" here . . . . ▶ Year 19

c If you entered "EXEMPT" on line 6b, are you a full-time student? . . . . ☐ **Yes** ☐ **No**

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or, if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ **Date ▶** , 19

7 Employer's name and address **(Employer: Complete 7, 8, and 9 only if sending to IRS)**

8 Office code

9 Employer identification number

Step 3—Complete the Worksheet on Page 3.— By using this worksheet, the amount of tax withheld from your pay should closely match your tax liability for the year.

Please claim all the withholding allowances to which you are entitled. In certain cases, your employer must send copies of the Form W-4 to IRS. You may then be asked to verify your allowances. This applies if you claim more than 10 withholding allowances, or you claim exemption from withholding under Step 2 and your wages are expected to usually exceed $200 a week.

Penalty.—You may be fined $500 if, with no reasonable basis, you file a Form W-4 that results in less tax being withheld than is properly allowable. In addition, criminal penalties apply for willfully supplying false or fraudulent information or failing to supply information requiring an increase in withholding.

Line B—Special Withholding Allowance.— The Special Withholding Allowance is very important. Claim it if you qualify for it, because if you **do not**, too much tax may be withheld from your pay.

Claim this allowance if:

- You are single and have only one job at a time; OR
- You are married, have only one job at a time, and your spouse does not work; OR
- You have two jobs at a time and only one job paid more than $2,500; OR
- You are married, both you and your spouse work, and only one job paid more than $2,500.

Line E—Should I Stop Here?—You may stop here and enter the total from line E on Form W-4, line 4, **only** if you do not need to increase or decrease your allowances as explained between lines E and F of the worksheet.

Line F—Adjustments to Income.—Enter the total of the following:

- Qualified reimbursed employee business expenses (unreimbursed expenses are allowed only as an itemized deduction)
- Qualified alimony payments made
- Deductible business and investment losses
- Penalty on early withdrawal of savings
- Qualified contributions to an IRA account or Keogh plan. If either you or your spouse, if applicable, have an IRA and are covered by an employer's pension plan, your 1987 IRA deduction may be reduced or eliminated if your adjusted gross income is at least $40,000 ($25,000 if single, or $0 if married filing separately). Get **Publication 590**, Individual Retirement Arrangements (IRAs), for details.

Line G—Itemized Deductions.—Enter the total of the following:

- Medical expenses in excess of 7.5% of your AGI*
- State and local taxes (exclude **sales** taxes)
- Home mortgage interest and 65% of personal interest
- Qualified investment interest
- Charitable contributions
- Certain casualty and theft losses in excess of 10% of AGI*
- Moving expenses (if reimbursed, include only if your employer withheld tax on them)
- Miscellaneous deductions (most of these are now deductible only in excess of 2% of AGI*; see Publication 553)

* In general, your AGI (adjusted gross income) is your income less any adjustments to income included on line F of the worksheet.

Line J—Additional Standard Deduction for Age or Blindness.—If you do **not** expect to itemize deductions on your 1987 tax return **and** either you or your spouse is age 65 or over or blind, use the following table.

	If 65 or over **or** blind, enter on line J:	If 65 or over **and** blind, enter on line J:
Single	$1,210	$1,960
Head of Household	$2,610	$3,360
Married-Joint	$1,840 **	$2,440 **
Married-Separate	$1,220	$1,820
Qualifying Widow(er)	$1,840	$2,440

**If your spouse is 65 or over or blind, add $600 to this amount. Add $1,200 if spouse is both 65 or over and blind.

Line K—Tax Credits.— Enter the amount of any tax credits you expect to claim, such as the credit for child and dependent care expenses, the earned income credit (EIC), and other credits shown on the 1986 Form 1040. The amount of the EIC has increased for 1987. Get Publication 553 for details. Do not include the EIC if you are receiving advance payment of it.

Line O.— Round the result to the nearest whole number. Drop amounts under .50. Increase amounts from .50 to .99 to the next whole number. For example, 3.25 becomes 3, and 4.61 becomes 5.

Lines Q through T—Working Spouse? More Than One Job? Nonwage Income?— So that you will have enough tax withheld, you MUST complete any lines that apply to you.

Line U—Total Withholding Allowances.— If the number on line T is larger than the number on line P, you will probably owe more tax when you file your return and may have to pay a penalty unless you take further steps to have more tax withheld from your pay. You may use the instructions for Step 4 to estimate how much additional tax you should request your employer to withhold each pay period. As an alternative, you may use the 1987 **Form 1040-ES,** Estimated Tax for Individuals, to make this computation.

Step 4—Additional Amount You Want Deducted From Each Pay.—In some instances, you will be underwithheld, even if you do not claim any withholding allowances on Form W-4. This could occur if you have a working spouse, more than one job at a time, or nonwage income, AND the number on line T of the worksheet is larger than the number on line P.

To correct this problem, you may have more tax withheld by filling in a dollar amount on line 5 of Form W-4. A method of figuring this amount follows:

1. Enter the number from line T of the worksheet . . . ____________
2. Enter the number from line P of the worksheet . . . ____________
3. Subtract line 2 from line 1 . ____________
4. Enter the amount from the table below that applies to you . . . . $____________
5. Multiply line 3 by line 4 . . $____________
6. Divide line 5 by the number of pay periods each year. Enter the result here and on Form W-4, line 5 . . . . . $____________

Married Workers' Combined Annual Income	Line 4 Amount
Under $4,860	$209
$4,860 - $29,860	$285
$29,861 - $46,860	$532
$46,861 - $91,860	$665
$91,861 and over	$732

Unmarried Worker's Annual Income	Line 4 Amount
Under $2,440	$209
$2,440 - $17,440	$285
$17,441 - $27,640	$532
$27,641 - $54,640	$665
$54,641 and over	$732

Privacy Act and Paperwork Reduction Act Notice.—We ask for this information to carry out the Internal Revenue laws of the United States. We may give the information to the Department of Justice for civil or criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws. You are required to give this information to your employer.

Worksheet To Figure Your Withholding Allowances

Note: *If you have a working spouse or more than one job at a time, use only one worksheet to figure your total allowances, combining all income, deductions, and credits on the one worksheet.*

A Enter "1" **for yourself** unless you can be claimed as a dependent on another person's tax return . . . . A ______

B **Special Allowance.**—Enter "1" if:
- you are single and you have only one job; or
- you are married, you have only one job, and your spouse does not work; or
- wages earned by you on a second job or earned by your spouse (or both) are $2,500 or less.

. . B ______

C Enter "1" **for your spouse** unless your spouse can be claimed as a dependent on another person's tax return . . . . C ______

D Enter number of **dependents** other than your spouse that you expect to claim on your tax return . . . . D ______

E Add lines A through D and enter the total*—Read the following instructions to see if you should stop here . . . . ▶ E

You **MUST** complete lines Q through T if you have total income of $950 or more from the following sources:
- A Working Spouse
- More Than One Job
- Nonwage Income

You **SHOULD** complete lines F through P if you expect to have:
- Itemized Deductions
- Tax Credits
- Adjustments to Income
- Age or Blindness Deduction

Otherwise, **STOP** here and enter the number from line E on Form W-4, line 4.

F Enter your estimated **adjustments to income** . . . . F $______

G Enter your estimated **itemized deductions** . . . . G $______

H Enter: $3,760 if married filing jointly or qualifying widow(er); $2,540 if single or head of household; $1,880 if married filing separately . . . H $______

I Subtract the amount on line H from line G. Enter the result, but not less than zero . . . . . I $______

J **Age 65 or Over? Blind?** If you do not plan to itemize deductions, enter your additional standard deduction from instructions for line J on page 2 . . . . J $______

K Enter your estimated **tax credits,** such as child and dependent care credit or earned income credit . . . . K $______

L If line K is zero, skip to line N. Otherwise, enter the number from the table below . . . . L ______

Married Filing Jointly or Qualifying Widow(er)			**Single or Married Filing Separately**			**Head of Household**		
If your combined estimated wages are—		Enter on line L	If your estimated wages are—		Enter on line L	If your estimated wages are—		Enter on line L
At least	But less than		At least	But less than		At least	But less than	
$0	$12,500	9	$0	$6,200	9	$0	$8,800	9
$12,500	$37,500	6.5	$6,200	$21,000	6.5	$8,800	$29,000	7
$37,500	$55,000	3.5	$21,000	$31,500	3.5	$29,000	$44,000	4
$55,000	$110,000	3	$31,500	$70,000	3	$44,000	$100,000	3
$110,000 or over		2.5	$70,000 or over		2.5	$100,000 or over		2.5

M Multiply the amount on line K by the number on line L and enter the total amount here . . M $______

N Add lines F, I, J, and M. Enter the total amount here . . . . N $______

O Divide the amount on line N by $1,900. Round to the nearest whole number (see instructions on page 2) . . . . ▶ O ______

P Add lines E and O and enter the total number here . . . . ▶ P ______

Q **Nonwage Income?**—Enter the estimated amount, if any, of all your nonwage income . . Q $______

R **Working Spouse? More Than One Job?**—Too little tax may be withheld if either of these situations applies. See page 4 for line R instructions and tables to figure the amount to enter on this line . . . . R $______

S Add amounts on lines Q and R and enter the total amount here . . . . S $______

T Divide the amount on line S by $1,900. Round to the nearest whole number (see instructions for line O) . . . . . ▶ T ______

U **Total Withholding Allowances.**—Subtract the number on line T from the number on line P. Enter the result here and on Form W-4, line 4.* If the result is zero or less, enter zero and see instructions for line U on page 2 . . . . ▶ U

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* *If you have more than one job or if your spouse works, you may claim all of your allowances on one job or you may claim some on each job, but you may **NOT** claim the same allowances more than once. Your withholding will usually be more accurate if you claim **all** allowances on the Form W-4 for the job with the largest wages and claim zero on all other Forms W-4.*

Instructions and Tables for Line R of the Worksheet

1. Enter wages from the HIGHEST paying job (of either spouse, if married) $ ________
2. . . . . $1,900
3. Enter the number from line P of Worksheet on page 3 . . . × ____
4. Multiply line 2 by line 3. Enter the result here . . . . $ ________
5. Subtract line 4 from line 1. If zero or less, enter zero . . . . $ ________
6. Enter wages from the NEXT HIGHEST paying job . . . . $ ________
7. If married filing jointly, use Table A. Otherwise, use Table B.
8. Read ACROSS the table and find the column for the line 5 amount.
9. Read DOWN the left column and find the row for the line 6 amount.
10. Enter on line R of the Worksheet the amount in the table where the column and row meet.

Table A—For Married Couples Filing Joint Returns

Amount From Line 6 Above		Amount From Line 5 Above																					
At Least–	But Less Than–	Under $4,000	$4,000 And Under $18,000	$18,000 And Under $20,000	$20,000 And Under $22,000	$22,000 And Under $24,000	$24,000 And Under $26,000	$26,000 And Under $28,000	$28,000 And Under $30,000	$30,000 And Under $32,000	$32,000 And Under $34,000	$34,000 And Under $36,000	$36,000 And Under $38,000	$38,000 And Under $40,000	$40,000 And Under $42,000	$42,000 And Under $44,000	$44,000 And Under $46,000	$46,000 And Under $48,000	$48,000 And Under $50,000	$50,000 And Under $55,000	$55,000 And Under $60,000	$60,000 And Under $70,000	$70,000 Or Over
$0	**$2,000**	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
$2,000	**$4,000**	0	300	300	300	300	300	300	500	700	700	700	700	700	700	700	700	700	700	700	700	700	700
$4,000	**$6,000**	0	800	800	800	800	800	1,000	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	2,100	2,100	2,100	2,100	2,100	2,100	2,100
$6,000	**$8,000**	0	800	800	800	800	1,000	2,700	2,800	2,800	2,800	2,800	2,800	2,800	2,800	3,100	3,200	3,200	3,200	3,200	3,200	3,200	3,200
$8,000	**$10,000**	0	800	800	800	1,000	2,700	3,700	3,700	3,700	3,700	3,700	3,700	3,700	4,000	4,400	4,400	4,400	4,400	4,400	4,400	4,400	4,400
$10,000	**$12,000**	0	800	800	1,000	2,700	4,400	4,600	4,600	4,600	4,600	4,600	4,600	4,900	5,400	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500
$12,000	**$14,000**	0	800	1,000	2,700	4,400	5,600	5,600	5,600	5,600	5,600	5,600	5,900	6,400	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700
$14,000	**$16,000**	0	800	2,700	4,400	6,200	6,500	6,500	6,500	6,500	6,500	6,800	7,300	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,900
$16,000	**$18,000**	0	800	4,400	6,200	7,400	7,400	7,400	7,400	7,400	7,700	8,200	8,700	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,300
$18,000	**$20,000**	0	800	6,200	7,900	8,300	8,300	8,300	8,300	8,700	9,200	9,700	10,100	10,100	10,100	10,100	10,100	10,100	10,100	10,100	10,100	10,100	10,600
$20,000	**$22,000**	0	1,000	7,900	9,300	9,300	9,300	9,300	9,600	10,100	10,600	11,100	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	12,000
$22,000	**$24,000**	0	2,700	9,600	10,200	10,200	10,200	10,500	11,000	11,500	12,000	12,400	12,400	12,400	12,400	12,400	12,400	12,400	12,400	12,400	12,400	12,400	13,200
$24,000	**$26,000**	0	4,400	11,100	11,100	11,100	11,400	11,900	12,400	12,900	13,400	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	13,500	14,400
$26,000	**$28,000**	0	6,200	12,100	12,100	12,400	12,900	13,400	13,900	14,400	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	14,700	15,600
$28,000	**$30,000**	0	7,900	13,000	13,300	13,800	14,300	14,800	15,300	15,800	15,800	15,800	15,800	15,800	15,800	15,800	15,800	15,800	15,800	15,800	15,800	15,800	16,800
$30,000	**$32,000**	0	8,600	13,700	14,200	14,700	15,200	15,700	16,200	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,500	16,800	17,700
$32,000	**$34,000**	0	8,600	14,200	14,700	15,200	15,700	16,200	16,700	16,900	16,900	16,900	16,900	16,900	16,900	16,900	16,900	16,900	16,900	16,900	16,900	17,400	18,200
$34,000	**$36,000**	0	8,600	14,700	15,200	15,700	16,200	16,700	17,200	17,300	17,300	17,300	17,300	17,300	17,300	17,300	17,300	17,300	17,300	17,300	17,300	18,000	18,800
$36,000	**$38,000**	0	8,600	15,200	15,700	16,200	16,700	17,200	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,800	18,600	19,300
$38,000	**$40,000**	0	9,200	15,700	16,200	16,700	17,200	17,700	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,100	18,400	19,200	19,900
$40,000	**$42,000**	0	10,200	16,200	16,700	17,200	17,700	18,200	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	18,500	19,000	19,800	20,400
$42,000	**$44,000**	0	11,100	16,700	17,200	17,700	18,200	18,700	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900	18,900	19,100	19,600	20,400	20,900
$44,000	**$46,000**	0	12,000	17,200	17,700	18,200	18,700	19,200	19,300	19,300	19,300	19,300	19,300	19,300	19,300	19,300	19,300	19,300	19,400	19,700	20,200	21,000	21,500
$46,000	**$48,000**	0	12,900	17,700	18,200	18,700	19,200	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,900	20,300	20,800	21,500	22,000
$48,000	**$50,000**	0	12,900	17,700	18,200	18,700	19,200	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,900	20,100	20,500	21,000	21,700	22,200
$50,000	**$55,000**	0	12,900	17,700	18,200	18,700	19,200	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,900	20,100	20,300	20,500	20,800	21,300	22,100	22,500
$55,000	**$60,000**	0	12,900	17,700	18,200	18,700	19,200	19,700	19,700	19,700	19,700	19,700	19,800	20,000	20,200	20,400	20,600	20,800	21,000	21,300	21,800	22,600	23,000
$60,000	**$70,000**	0	12,900	17,700	18,200	18,700	19,200	19,700	19,700	19,900	20,100	20,300	20,500	20,700	20,900	21,100	21,300	21,500	21,700	22,100	22,600	23,300	23,600
$70,000		0	12,900	18,300	19,100	19,800	20,600	21,000	21,200	21,400	21,600	21,800	22,000	22,200	22,400	22,600	22,800	23,000	23,200	23,600	24,100	24,800	25,000

Table B—For All Others

Amount From Line 6 Above		Amount From Line 5 Above										
At Least–	But Less Than–	Under $10,000	$10,000 And Under $12,000	$12,000 And Under $14,000	$14,000 And Under $16,000	$16,000 And Under $18,000	$18,000 And Under $20,000	$20,000 And Under $22,000	$22,000 And Under $24,000	$24,000 And Under $30,000	$30,000 And Under $40,000	$40,000 And Under $50,000	$50,000 Or Over
$0	**$4,000**	0	0	0	0	0	0	0	0	0	0	0	0
$4,000	**$6,000**	0	0	0	0	1,000	1,000	1,000	1,000	1,400	1,400	1,400	1,600
$6,000	**$8,000**	0	0	0	1,500	1,900	1,900	1,900	2,100	2,600	2,600	2,600	2,800
$8,000	**$10,000**	0	0	1,500	2,900	2,900	2,900	3,000	3,500	3,700	3,700	3,700	4,000
$10,000	**$12,000**	0	1,500	3,300	3,800	3,800	3,900	4,400	4,900	4,900	4,900	4,900	5,300
$12,000	**$14,000**	0	3,300	4,700	4,700	4,900	5,400	5,900	6,000	6,000	6,000	6,200	6,500
$14,000	**$16,000**	0	5,000	5,700	5,800	6,300	6,800	7,200	7,200	7,200	7,200	7,500	7,700
$16,000	**$18,000**	1,500	6,600	6,700	7,200	7,700	8,200	8,300	8,300	8,300	8,300	8,800	8,900
$18,000	**$20,000**	1,900	6,900	7,400	7,900	8,400	8,900	8,900	8,900	8,900	8,900	9,600	9,600
$20,000		2,100	8,400	8,900	9,400	9,900	10,100	10,100	10,100	10,100	10,400	11,200	11,200

☆ U.S. Government Printing Office: 1986—493-040 23-0916750

Form D-4
Government of the
District of Columbia

DISTRICT OF COLUMBIA
EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

(Print)
Full Name ______________________________ Social Security No. ____________________

D. C. Home Address ______________________________ Zip Code ____________________

EMPLOYEE:

File this form with your employer. Otherwise, he must withhold D. C. income tax from your wages without exemption.

EMPLOYER:

Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the Department of Finance and Revenue should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS. NOTE: One (1) withholding exemption equals $750.

1. If you are **SINGLE** and do not qualify as head of a family, and if you claim an exemption for yourself, write the figure "1" . . . . ________
2. If you are single, or married and not living with spouse, and qualify as **HEAD OF A FAMILY** (See Instruction 3 on reverse side), and if you claim an exemption for yourself as head of a family, write the figure "2" ________
3. If you are **MARRIED:**
    (a) If you claim an exemption for yourself and your spouse, and if the exemption for your spouse is not claimed on another certificate, write the figure "2" . . . . ________
    (b) If you claim an exemption for yourself only, write the figure "1" . . . .
4. Exemptions for **AGE AND BLINDNESS** (applicable only to you and your wife but **not** to dependents:)
    (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write the figure "1"; if **both** will be 65 or older, and you claim both of these exemptions, write the figure "2" . . . . ________
    (b) If you or your wife are blind, and you claim this exemption, write the figure "1"; if **both** are blind, and you claim both of these exemptions, write the figure "2" . . . . ________
5. Write the number of **DEPENDENTS** for whom exemption is claimed (See Instruction 4 on reverse side) . . ________
6. Add the number of exemptions you have entered in the spaces above and write th› **TOTAL** here . . . ☐
7. Additional withholding per pay period under agreement with employer. See Instruction 1 . . . . . . $________

I CERTIFY that the number of withholding exemptions on this certificate does not exceed the number to which I am entitled.

(Date) ______________________________, 19____ (Signed) ______________________________

1. NUMBER OF EXEMPTIONS.—Do not claim more than the correct number of exemptions. However, if you expect to owe more income tax for the year than will be withheld if you claim every exemption to which you are entitled, you may increase the withholding by claiming zero exemptions or a smaller number of exemptions. You may also enter into an agreement with your employer to have additional amounts withheld. (See line 7 on other side.)

2. CHANGES IN EXEMPTIONS.—You may file a new certificate at any time if the number of your exemptions **INCREASES.**

You **must** file a new certificate within 10 days if the number of exemptions previously claimed by you **DECREASES** for any of the following reasons:

(a) Your wife (or husband) for whom you have been claiming exemption dies, is divorced or legally separated, or claims her (or his) own exemption on a separate certificate.

(b) The support of a dependent for whom you claimed exemption is taken over by someone else, so that you no longer expect to furnish more than half the support for the year.

(c) You find that a dependent for whom you claimed exemption will receive $750 or more of gross income of his own during the year.

(d) You find that you no longer qualify as head of a family.

For further information about changes in exemption status resulting from marriage, divorce, legal separation, birth, death, new dependents, etc., consult D. C. Department of Finance and Revenue or your employer.

3. HEAD OF A FAMILY.—The term "Head of Family" means an individual, who is single or if married is not living with his (her) spouse and who maintains in one household one or more dependents.

4. DEPENDENT.—For District income tax purposes you are entitled to claim an allowance for each dependent you will be able to claim on your Federal income tax return.

5. PENALTIES—Penalties are imposed for willfully supplying false information or willful failure to supply information which would reduce the withholding exemption.

6. SOCIAL SECURITY NUMBER.—Under the provisions of title V, Sec. 1 (a) of the D.C. Income and Franchise Tax Act, each employee is required to furnish to his employer his Social Security number on form D-4. Your Social Security number is necessary for proper identification of your account with the District and will only be used for tax administration purposes.

J-60962

PREPARING FOR WORK
Resource List

Books and Textbooks

Azrin, N.H., & Besalel, V.A. *Job Club Counselor's Manual*. Baltimore, MD: University Park Press, 1980.

Erickson, E., *Childhood and Society*. New York: Norton, 1950.

Farr, J.M., Gaither, R., & Pickrell, R.M., *The Work Book*. Bloomington, IL: McKnight Publishing Co., 1983.

Havighurst, R.J., *Developmental Tasks and Education*. New York: David McKay Co., 1972.

Jew, W., & Tong, R., *Janus Job Interview Kit*. Hayward, CA: Janus Book Publishers, 1976.

__________ *Janus Job Planner*. Hayward, CA: Janus Book Publishers, 1976.

Kimbrell, G., & Vineyard, B.S., *Succeeding in the World of Work*. Bloomington, IL: McKnight Co., 1970.

Maeder, J., *Career Awareness*. Washington, DC: Outreach, Gallaudet Pre-College Programs, 1981.

__________ *Career Exploration*. Washington, DC: Outreach, Gallaudet Pre-College Programs, 1982.

Maslow, A.H., *Motivation and Personality*. New York: Harper and Row, Inc., 1954.

Richter, D.J., *Occupational Essentials*. Rockford, IL: H.C. Johnson Press, Inc., 1978.

Roskas, F. C., *Preparing for the World of Work*. Merrill, WI: F.R. Publications, 1983.

Super, D.E., *The Psychology of Careers*. New York: Harper and Row, Inc., 1957.

U.S. Department of Labor, *Dictionary of Occupational Titles*. Washington, DC: U.S. Government Printing Office, 1977 (with regular supplements and new editions).

__________ *Exploring Careers*. Washington, DC: U.S. Government Printing Office, 1979.

__________ *Guide for Occupational Exploration*. Washington, DC: U.S. Government Printing Office, 1979.

__________ *Occupational Outlook Handbook*. Washington, DC: U.S. Government Printing Office, 1984.

Veatch, D.J., *How to Get the Job You Really Want*. Silver Spring, MD: National Association of the Deaf, 1982.

Vineyard, B.S., & Vineyard, K., *Choosing the Right Career*. Bloomington, IL: McKnight Publishing Company, 1984.

Walker, B. *Getting a Job*. Washington, DC: Outreach, Gallaudet Pre-College Programs, 1981.

Winefordner, D.W., *Work Trait Group Guide*. Bloomington, IL: McKnight Publishing Company, 1978.

Newspaper and Magazine Articles

American Psychologist, May, 1953. Super, D.E.. "A Theory of Vocational Development."

Co-Ed Magazine, (date). "Teenagers Are Fired More Often than They Quit."

The Futurist, Feb., 1984. S.N. Feingold, "Emerging Careers: Occupations for a Post-Industrial Society."

Kiplinger Report, March, 1984. "Careers in the Eighties."

U.S. News and World Report, May 9, 1983. "When Job Training Will Be a Lifelong process."

__________ Feb. 7, 1983. "Where New Jobs Will Be in the 1980s."

The Washington Post, Jan. 2, 1984. Stoy, Diane (interview with M. Cetron) "Trends: The Job Market by the Year 2000."

Computer Programs

Apple II Plus Computer Series, *Job Hunting Skills*. Baltimore, MD: Media Materials, Inc.

Occupational Training Packages for Apple II computers. Minneapolis, MN: Disability Services, Control Data Corporation, 1985.

The Right Resume Writer. Program for Apple II, TRS-80, or IBM-PC, by Career Development Software, Inc. Available from Cambridge Career Products, Charleston, WV.

Pre-College Programs
Gallaudet University

PREPARING FOR WORK

Teacher Guide

PREPARING FOR WORK

Teacher Guide

Written by Nancy Cowan
Illustrated by Richard Chiarizia

Career Education Department
Model Secondary School for the Deaf
Gallaudet University
Washington, DC 20002

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PREPARATION FOR WORK

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NOTES TO THE TEACHER

Teaching Students as Individuals

Movement through life is a developmental process. Good teaching, in addition to supplying information, should provide structured experiences to help students manage that process successfully.

This course is designed to help students master the important processes of seeking a job and preparing for successful work lives. Students will finish their courses, leave high school, and eventually find some kind of work no matter what happens in this class. But the practical assistance offered by this course should help students manage the ongoing job-search process confidently and successfully.

Through the IEP and other educational reporting systems, teachers have an opportunity to provide information and recommendations to students, parents, and advisors. In order to do this accurately, a teacher must follow each student's progress, keep mental notes of where the student seems to be in the developmental process, and decide which learning tasks are most important for the student at a given time. Those insights can be used to modify, add, or eliminate educational activities in this or any course. As a teacher, you are not alone in this process; checking out your own insights with advisors, other teachers, or parents can be helpful.

One way to keep track of the development of individual students is by using a chart of developmental phases. Stages of development suggested by Erik Erickson, Abraham Maslow, Robert Havighurst, and Donald Super are helpful road maps.

Readiness for Work

Some students may not see themselves as potential workers, or have a clear concept of working, while others are well on their way to identifying themselves as workers. Many high school students are still acquiring such habits of industry as learning to manage their time and energy, and to balance work and play (Havighurst).

Other students may be in an explorative stage--beginning to make tentative choices for themselves about school, work, and leisure time activities. Still others, whose behavior is still impulsive, may need special guidance to to begin looking realistically at their own capabilities and the requirements for employment (Super).

Whatever theoretical framework for development you choose, use it as a tool for adjusting the activities in this course to fit individual students. Since work is one of the three or four major life tasks, helping students approach it positively and developmentally is vital. This course is exciting for most students because it is active and results-oriented, with clear potential for future benefits.

How to Use These Materials

Preparing for Work was developed through four semesters of teaching more than 200 deaf high school students at the Model Secondary School for the Deaf at Gallaudet College in Washington, DC. The materials were designed primarily to serve as the text for a required, hands-on career development course (Preparation for Work Experience) that walks students through the job search process.

At MSSD, this course is taught in conjunction with a course in decision making. The materials are also designed to be used alone for classroom, individual, or small group instruction.

The classes were not based on reading ability, so the materials are designed at a level that most students can handle. Some students may need additional practice or other modifications. Advanced students may be assigned extra reading and independent projects. Some supplemental activities are included in this guide.

Although the materials were designed for deaf students, they should be useful for other young people, particularly those who have difficulty with the reading levels required for most commercial materials related to the job search. Some of the vocabulary used in application forms and other job search materials is difficult, but definitions in this book are kept as simple as possible.

The suggested procedure for using these materials is as follows:

1. Introduce each chapter through discussion and mini-lectures, relating it to previous course work and to future units.

2. Go through the chapter briefly to acquaint students with the material, the vocabulary, and the sequence of activities.

3. Explain what will be expected of students for satisfactory completion of the chapter.

4. Emphasize specific areas for students to think about and relate to their own experience or to other courses and situations.

5. Give students the opportunity to work independently, in pairs, or in small groups. Work closely with students who need more explanation and practice to complete the activities.

6. During the time allotted for each chapter, schedule periods for class activities and student reports on outside work. Shared experience is a helpful factor in this course. Cooperation should be stressed as an important skill for future employment.

7. Schedule a brief review session at the end of each unit, followed by a review quiz.

Additional Teaching Hints

Feel welcome to take liberties with the course; modify the activities to fit your situation and your students' needs. The suggested sequence works well for most programs, but may also be changed. Make the course as relevant as possible to individual students.

Because students bring widely diverse experiences to this kind of course, the information and activities will not automatically meet the needs of the whole class. Some students may have no work experience and no working role models. For these students, you will be trying to make future competitive work a relevant concept. Other students may have considerable work experience, as well as taking part in discussions about work at home.

Add supplemental readings and activities for more advanced students. There are many sources of career information, and the possibilities for enriching the course are endless. As students plan for the future, for example, information about the economic and employment situation in their own states or communities can make the course relevant and interesting.

In order to simulate a cooperative work environment, consider using group activities and peer cooperative learning. Peer teaching is very effective among students who function at different levels.

Incorporate discussions and activities that will encourage students to use higher-level thinking skills. The course offers many opportunities for categorization, comparison, analysis, decision making, synthesis, etc. Some of these areas will be pointed out in this guide.

Career Education Courses at MSSD

Preparation for Work Experience is one of a sequence of courses in career development required of all students at MSSD. The entire course sequence is as follows:

CD-101 *Career Awareness*. This is an introductory course designed to help students understand the world of work. During the course, students develop materials to start employment portfolios. They work on resumes, sample letters of application, and other basic components. The texts used for the course include *Getting a Job* and *Career Awareness*, both published by Gallaudet's Pre-College Outreach unit.

CD-201 *Career Exploration*. This course helps students explore career clusters as well as their personal interests and aptitudes, and develop career plans based on that information. Texts used are: *AEL Career Decision Making Program*, *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, and other reference works.

CD-202 *Preparation for Work Experience.* In this course students learn job search skills and develop their own personal job search materials. They finalize their employment portfolios and revise their career plans. The text used is *Preparing for Work*.

CD-203 *Work Experience* consists of actual employment experience, either in a full-time summer job or a part-time job during the school year. In order to obtain credit, each student must conduct an independent job search, work at a job, and receive a satisfactory evaluation from the employer. These requirements are modified to fit individual student needs.

CD-301 *Career Planning and Decision Making.* In this summary course, students explore decision-making strategies, modify their career plans, and set up post-secondary plans to assist in their individual career development. Text used: *Janus Job Planner*.

INTRODUCING THE COURSE

Distribute student textbooks and ask students to discuss the meaning of the cover--both the title and the picture. Class discussion should encourage students to begin sharing their own experiences, concerns, and feelings about work. Try to emphasize the following concepts:

- Visualizing oneself in various careers and work settings.
- Realizing that high school is a time for exploring possible future careers. It is important to consider many possibilities and to test tentative choices through work experiences.
- Understanding that past experience is the basis for future choices.

Table of Contents

Go through the contents of the student manual and explain briefly the sequence of chapters. The first four chapters are in sequence because of the cumulative nature of their content. The last four chapters are arranged for convenience as well as content.

Chapter I: It is important to understand the entire job search process and know clearly what to expect.

Chapter II: Students who analyze and understand themselves and their capabilities are more likely to make good career choices.

Chapter III: Students learn where to find information about jobs and employment possibilities. They are also asked to list possible employers to contact in the job search.

Chapter IV: The resume is based on knowledge of oneself and of career possibilities, reflecting work done in preceding chapters.

Chapter V: The letter writing chapter also uses information about self and careers. After the students write and mail their letters, they can work on additional skills while they wait for replies.

Chapter VI: Students planning to apply for jobs should wait until the class has covered this chapter, so they will be ready to deal with application forms.

Chapter VII: Interviewing practice involves all the information and strategies students have explored to date.

Chapter VIII: The final chapter summarizes activities related to starting a job and understanding work responsibilities. Students make final revisions in their career plans, and leave the course with a definite goals for the near and long-term future.

Objectives of the Course

The text provides five overall objectives, rather than listing objectives for each chapter or activity. Three of the objectives involve job search skills; the other two also call on skills for making important decisions.

Job Search Objectives

1. Complete and revise an employment portfolio.
2. Design an appropriate individual job search plan.
3. Evaluate one's own employment readiness and that of peers.

Decision-Making Objectives

4. Review and modify the individual career plan.
5. Discuss various life issues that affect career planning.

Virtually every activity in this curriculum is designed to promote the first three objectives. Students are continually developing and revising their job search plans and materials. They continuously evaluate their own readiness for employment: analyzing their capabilities, likes, and dislikes; selecting initial work possibilities; developing materials; working with others in classroom situations; and trying out job search and work behaviors.

The decision-making objectives involve lifelong issues that relate to employment. These issues are discussed throughout the course: sex roles, the changing nature of work, technology, the economy, taxes, deafness and its relationship to employment, and other topics. Review and modification of the career plan continues through the semester, and putting the changes on paper is a final course activity.

All five objectives should be posted in the classroom so the class can refer to them frequently. Students should always know the reasons for whatever they do in class, even though they usually make concrete connections only after they have completed several activities and tied them together.

Course Requirements

Go through the requirements carefully with students so they have a clear understanding of what is expected of them. It is a good idea to write to parents at the beginning of the semester, sending along the course outline, objectives, and requirements.

Students are often asked to bring phone books and hometown newspapers to school for use in class. Parents can supply these materials, encourage family discussions about work when students are home, and suggest possible summer vacation jobs near home.

Modify the requirements to fit your situation. For instance, students are asked to send 10 letters of application so that they will get several responses and learn what to expect. You may want to require more or fewer. You may also want to change the number of resume copies or other requirements.

Go through the grading system and establish class rules. These will vary according to your school procedures. Although content-related performance is important, class participation may be even more essential to the purposes of this course. More young people are unsuccessful at work because of their behavior than because they lack employment skills. Five areas of class participation should be included in a grading system.

- Student is on time for class, ready to work.
- Student has all materials necessary for the day's work.
- Homework and classwork are turned in on time.
- Attitudes toward the task and other people are respectful.
- Student is cooperative.

Additional Reading

A short bibliography is provided in the student book rather than in the teacher guide, for three reasons:

- To document references made in the student materials.
- To suggest additional reading during the course.
- To recommend future reading for students (and possibly parents) when they need more advanced information for seeking employment after college and later in life.

Additional materials may be found in local newspapers and magazines. These can be posted for the entire class, or directed to students with special interest in the topic.

CHAPTER I: THE JOB SEARCH

Ask students to discuss the illustration that starts this chapter. What do they think it implies about searching for a job? Again, encourage students to share their experiences and feelings. Some concepts you may want to emphasize in the discussion are:

- The student in the illustration is exploring the options and wondering where to go.
- The student is optimistic and smiling, but not sure where the path will lead.
- The forks in the path symbolize the decisions to be made.
- Students need to test alternatives, maybe continuing along one path or going back to try another.
- The path is long and the end is not in sight; the job search is a lifelong process.

Thinking About the Future

This section and the concepts it presents should be thoroughly discussed! You don't want to intimidate students at the beginning of the course, but this material is important. It sets up the groundwork for the course and for future job searches.

The important concepts include:

- Work is important; everyone works in some way at some time.
- Predictions about work in the future suggest that people will change jobs more often than in the past.
- Frequent retraining may be needed to change or keep employment. The ability to learn new skills will always be very important.
- It is important to enjoy your work.
- It may not be easy to find an enjoyable job that fits your capabilities and requirements.
- Getting future jobs will be your own responsibility.

Some students will come to class with a lot of experience and knowledge about work. They will see work as something related to themselves, and will understand the need to prepare for it. Other students may have little background or experience except for the career development classes they have taken in school. They may see no need to relate to future work.

Students may say such things as: "My parents will support me. I won't need to work." "I get SSI, so I don't need a job." "I'm going to college. My parents say I don't have to think about work." Many students who have no background or experience with work may realize they would like to do something productive, earn money, or keep busy. They are interested, but not sure where to go and what to do.

Peer sharing may be your best teaching tool. If the discussion helps students realize that they all will be working at some time in the future, the rest of the course will be easier.

This section also introduces information related to future career opportunities and changes that are expected to affect the workplace. Additional references are listed in the bibliography. If possible, keep copies of some of these materials in the classroom for supplemental reading. Put books or magazine articles on reserve in the school library for students to use outside class.

News items and articles that appear during the semester in journals, newspapers, and popular magazines can be posted in the classroom. You may want to assign futurist readings to students who are eager to have more complete background for predictions. Technology, unemployment, robotics, career changes, unusual new job titles, guesses about home and work life in the 21st century, and many other topics can inspire exciting class discussions.

Why People Work

Students may have discussed the reasons why people work in earlier career development courses, but it is important to do so again, and to help each student relate to them personally . Having a reason to search for a job helps build student interest in the course and its requirements. Your discussion will probably get beyond "I need the credits to graduate," but many students start there.

Ask the class to complete this section at school or at home, then share their work. After a brief discussion, ask students to relate their own job experiences and give reasons why they have worked at different jobs. This is the first structured opportunity for students to discuss their own experiences.

During the discussion process, try to stay very alert to what is being said. Help clarify when necessary, and make sure each student contributes something. This discussion should be fun for everyone in the class. Students usually enjoy sharing their experiences and encouraging others.

Some students may begin by saying they have no work experience and leave it at that. Encourage them to look at their responsibilities in the family, times when other people may have depended upon them, careers that they find interesting.

The teacher might start the discussion by telling a personal story. Talk about early babysitting jobs, any volunteer work you did as a teenager, jobs you took because you wanted to get out of the house and be independent, jobs and school courses you took for personal or professional development, etc. Try to make the point that career development is a lifelong process and that motivation for working continues to change for a variety of reasons.

You and Your Work Experience

This questionnaire will assess students' understanding of work and the reasons for working. The activity can be assigned for outside class or done as a group, with students answering the questions for themselves, then sharing the results with the rest of the class. It should reinforce students' understanding of career development as a lifelong activity, with the job search as a continuing process.

If you are not satisfied with the results of the questionnaire, plan for further class discussion or meet with individual students. Students could be assigned to interview people in other classes about their work experience and reasons for working.

The Job Search Process

This section illustrates several important concepts.

- Job searching is a process.
- The job search is continuous and lifelong.
- Each step in a job search builds on the one before.
- Each job search builds on past searches.
- Every job search is personal and individual.

Go through the steps in the job search and describe them briefly. To make the process clearer, put it into a framework for setting goals. Students should have learned goal setting in previous courses, but a visual presentation of the steps can be very effective. Go over the page carefully with the class, using a transparency if possible.

Students should understand that developing their own job search plans will help them find future employment. After they have developed their employment portfolios, they will only have to update their materials later on. All the information needed for resumes and application forms will be readily available for future reference.

Keep a complete employment portfolio posted in the classroom so you can use sample materials as you go through the steps. Try to draw on student experiences that were shared earlier in class. For example, a student might tell about throwing away a resume developed in an earlier course, then needing one to volunteer in the library. Relate that experience to developing and keeping employment materials.

Optional Activity: Interviews

Some students may find it difficult to accept the importance of learning how to find jobs. You might want to assign students to interview two to four adult workers, using copies of the form provided. Ask students to complete the interviews for homework. Have them bring in the results the next day, and compile them in class. This can lead to fascinating discussions about responses to the questions, particularly numbers 1, 5, 6, and 7.

The interviews are usually very successful in adding to the validity of the course information. Interviewees tend to verify the importance of preparing for the job search. This is a good activity for most classes, although some don't seem to need the extra verification.

Evaluating Job Search Readiness

This self-evaluation activity is designed to help students analyze where they are on each step of the job search process. Do this in class so you can go over the first few questions together and explain the procedure.

There are no right or wrong answers. It is important for you and the students to know where they are in the process so you can pinpoint areas for discussion. The evaluations can help you plan future activities to avoid boring some students, while pushing others ahead before they are ready.

CHAPTER II. PERSONALIZING THE JOB SEARCH

Discuss the chapter illustration in class. Usually students relate the picture to working with tools or wood. Emphasize the idea that students need to analyze their interests, skills, and characteristics to decide on jobs that might suit them.

Many students may already have set up tentative career plans for previous courses, and may have basic information they can use in analyzing themselves. Others may have no career plans, or may need to start over again. These students may need extra assistance or even additional testing so they will have accurate information.

Go through the list of items to be reviewed. Show the students that there is a one-page chart for analyzing each area. Make it clear that the final summary can help them set long and short term goals.

Students who developed career plans before taking this course may now have more experience on which to base their career decisions. They should be encouraged to rethink each area of information, not just copy their previous plans. Aptitude test scores should not be changed, however, unless tests are redone.

School Subjects

The first chart is the easiest for most students. Some students tend to put all their checks in the same column, so encourage them to discriminate among classes. After they check their degree of interest in each subject, they will enter the subjects they liked best and least at the bottom of the page. Dislikes are important; they may indicate career areas or jobs that should be eliminated.

Activities

This need not be an exhaustive list, but encourage students to enter the activities that interest them most. Students who like only part of an activity should specify what they like and don't like about it. Encourage as much analysis as possible.

Example: Beth likes team sports very much, but she does not want to join a varsity team because the pressure to compete causes her too much stress. She plays on intramural teams because she enjoys the less competitive play and the shorter season. This insight into her feelings about competition may be important in Beth's later career choices.

Hobbies and Interests

Many students do not understand the importance of hobbies and the use of leisure time. They may spend their after-school hours doing homework, watching TV, visiting with friends, and participating in clubs and other organized activities. But it is uncommon for students, especially those who live in the school dormitory, to pursue their own interests and hobbies voluntarily.

Work Activities

Some students may have rated their preferences for work activities in other courses. Make it clear that they are welcome to change their career plans, based on new experiences, likes, and dislikes.

Example: At the time Joe developed his first career plan, he felt uncomfortable with any kind of attention or recognition. Last semester, however, he took a dance class that required him to appear in a dance performance, and Joe found the applause and recognition very pleasant. Now he is willing to consider jobs that might involve recognition or appreciation.

The work activities listed here are from the AEL Career Decision-Making Program (listed in the bibliography). Use whatever work activity listing you wish to use.

Work Situations

These examples were also taken from the AEL reference book. Follow the same procedure for this chart. It is important for students to analyze their own characteristics, likes, and dislikes, but the exact wording of situations is not important. Here are further descriptions of these terms for students who need clarification.

- Performing duties that change often and Performing routine tasks are roughly opposites. Does the student enjoy classes or activities with a lot of variety, or does she prefer a lot of structure so she knows what to expect?

- Planning and directing an entire activity can be explained by asking the student if he might volunteer to coordinate a dormitory activity or outing where he has to arrange for the bus, the sign-up list, food, chaperones, and everything else. Would he rather have someone else make the arrangements? Is he willing to work on a committee and accept responsibility for a small task, but not the whole thing?

- Dealing with people is fairly clear. It includes being cooperative, as well as giving and taking instructions.

- Influencing people's opinions, attitudes, and judgments involves using persuasive and communicative skills to share ideas.

- Working under pressure is usually clear. Exam weeks at school, rehearsal schedules, athletic contests, and classes that require a lot of work are all good examples of pressure situations.

- Making decisions using your own judgment involves common sense, training, experience, and self confidence. One example might be maintaining the quality of work on a project without always needing feedback from the teacher.

- Making decisions using established standards means being able to work within preset limits, not needing to make one's own rules.

- Interpreting and expressing feelings, ideas, or facts is an important aspect of creativity in music, dance, art, writing, and other artistic careers.

- Working within precise standards of accuracy involves paying attention to detail and being able to work accurately within time or product specification limits.

Physical Demands

This list, also taken from the AEL program, is fairly clear. Students may have seen the list before, but probably have not rated themselves and their career plans on this dimension. This chart is easy for most students to fill, except for a few difficult vocabulary words. If necessary, act out such words as stooping, crouching, and balancing. You could draw scaffolding on the blackboard to demonstrate how people wash windows on a tall building.

Working Conditions

This category relates to the location and the environment of a job, rather than to the work itself. The same directions apply here as to the chart of physical demands.

Students often ask for definitions of toxic conditions, hazards, fumes, and ventilation. Hazards can be explained as dangers that are part of the job; for instance, high steel work in construction or possible smoke inhalation in fire-fighting. Fumes and the related vocabulary can be explained as bad smells, lack of fresh of air, or stuffiness. Point out that even with safety precautions, some kinds of work will always involve risk.

Occupational Areas

These 12 occupational areas are also taken from the AEL program. You may want to modify this chart, or substitute a program that is more familiar to you. Again, the purpose is to encourage students to think about themselves and what they like. Students may have rated these areas on earlier career plans. Emphasize again that they can change their ratings if they wish, but changes should be based on something substantial--recent work experience, classwork, or extracurricular activities.

Vocational Aptitudes

The vocational aptitudes listed here are from the AEL program. Most students have aptitude test results they can use for this analysis. Students who have gone through a vocational evaluation process will have written results. School achievement tests give information about general, verbal, and numerical aptitudes. Students who have not had vocational evaluations may use diagnostic testing results from a psychologist or learning disabilities specialist.

Personal Habits

This is a self-evaluation chart. Encourage students to add other habits they see as personal strengths or weaknesses. This is a good time to discuss daily behavior at school, in the dorm, and at home as it relates to work habits. One obvious example of a good habit is being on time to class. Students who are always late cannot be fired, but they often disturb the class and cause problems. On a job, the boss might fire a worker who is late too often.

Personality Characteristics

This is another self-evaluation activity, and provides a good opportunity to relate personality characteristics to success on a job.

The words ambitious, courteous, enthusiastic, loyal, persistent, and initiative may need definition. The signs, except for loyal, give the concepts visually, and usually need little or no further explanation. Loyalty is a difficult concept. Try using a situation in which one group of roommates or friends defend each other while another group is busy spreading rumors about each other.

Values

This is a good subject for discussion and evaluation. It relates to Chapter I and the reasons why people work. It also defines habits and personality traits as personal characteristics to be considered in choosing a career. Encourage students to add other values that are more or less important to them.

Work Experience

This chart often reveals wide differences among the students. Some may have a lot of work experience and may remember details about the jobs they have had. Others will have difficulty thinking of even one situation that might be considered employment.

Encourage students to think of volunteer jobs at school or at home in which someone depended on them to do a specific task every day--feed the dog, start the dinner, etc. Help students analyze their answers and emphasize the importance of building on past experience. Have extra copies of the chart available for students who want to analyze more than four jobs.

Summary

Students can use this chart to condense their analysis to one page for easy reference. Go through the directions on transparencies or with a student book, transferring the likes and dislikes from the bottom of each chart to the appropriate section of the summary. Most students can work independently until they get to Work Experiences.

For this section, have students analyze their likes and dislikes in each job description, and their reasons for wanting or not wanting to do the job again. This often generates valuable discussion and helps students organize their feelings about specific jobs. For students who have had only one or two jobs, the task is fairly simple.

Vocational Goals

This activity is important because your students will use these goals throughout the rest of the course. Use the blackboard or a blank transparency of the goal-setting model (see Chapter I). Have students write their long-term career goals at the top, then fill in the steps. It may be helpful to use one example that requires college and one that does not. Use any familiar goal-setting model.

Students may base their goals on their own career plans, or on more recent experience. Whatever the students do, they should be sure the plans make sense in terms of their own ultimate goals.

After all students have filled out their goals, ask them to share their plans. Students might help each other by suggesting short-term work and training that can lead to the achievement of long-term goals.

Example: Long-term career goals: Counselor, Nurse, Secretary

Training or education:
   Counselor--college, maybe graduate school
   Nurse--2 to 4 year college or training program
   Secretary--business school or 4 year college

Short-term career goals:
   Peer advisor or office aide - school
   Candy striper, typist, or camp counselor - summer

To find the educational requirements for various careers, or for jobs that they have listed as short-term goals, students can use reference books. The books can be kept in class or in the library. If this activity is done carefully, later work will be clearer and easier.

CHAPTER III. EMPLOYMENT MATERIALS AND INFORMATION

Have the class discuss how the cover illustration relates to the chapter title, making the following points:

- There are large amounts of material to sift through.
- Some people think newspapers are the only place to find employment ads.
- Have class members looked for jobs? How did they get information?

Discuss possible ways to learn about jobs other than reading about them in books and newspapers.

Employment Materials

This is a brief general introduction to various kinds of employment information and where it may be found. Keep a variety of materials in the classroom so students can see the kinds of information carried by books, magazines, newspaper classified sections, videotapes, phone books, and film. This sets up a foundation for later distinctions between materials and information.

Employment Materials Activity

This chart can be used in different ways, depending on the class. If students are familiar with use of the library, it can help students review research techniques and introduce references they may not know. Occasionally you may have to teach library skills by taking a class to the library and demonstrating use of the card catalog, periodical reference list, reference and reserve sections. This takes time, but later course work is easier for students who are able to find their information on their own.

Students could be assigned to work on the chart in small groups or pairs. It is more fun and good practice for students to work together. Go through the chart together in class to answer questions and clarify problem areas.

By the end of this activity students should:

- Know about the varieties of job information available.
- Be able to find materials in places other than the library.
- Use the materials to aid in their own job searches.

Encourage students to find copies of each information source and note the places where it can be found. They should investigate the materials and decide how to use them.

Try to stress that any of the materials might be useful at any step in the job search process: for analyzing their own needs and possible careers as well as providing employment advertisements. Get students to stretch their thinking and to see the entire process.

There are no right or wrong answers for this chart, as long as students understand the information and can relate it to themselves. Don't insist on complete sentences or lengthy descriptions, but look for information that students can use to look for jobs. For example:

Business Week	Library Bookstore Business office	Gives up-to-date info on business. Could add newer info to my career plan.
Occupational Outlook Handbook	Library CD Dept. Couns. Office	Check predictions about career areas I choose as long-term goals to be sure I like them and there will be jobs when I am ready.
Zip Code Directory	Library Some offices	Use if phone book does not have clear zip code map. Use for sending letters.

Employment Information

This section will expand students' resources for learning about employment. Ask the class where they can get information about work, apart from the materials just studied. It may take some prodding to start the discussion, but students usually catch on when asked how they learn about babysitting, lawn mowing or newspaper delivery jobs.

Make sure students recognize the importance of information from other people. Make it clear that they are not talking only about finding work, but about the whole process of researching and finding jobs.

Vocational Rehabilitation usually should be discussed. Older students may already have opened files with a local VR agency, and may be familiar with it.

You may also want to explain how employment agencies function, if it is likely that your students will use them. Point out some agency listings in the newspaper classified section.

Employment Abbreviations

Use this list for reference. It is not necessary to go through the entire list, but have copies ready if students are confused by terms they find. Suggest that students use this reference list later to clarify ad information. Such abbreviations as EOE, bnfts, and wpm may be confusing, but not because students don't understand the meanings of the words being abbreviated.

Newspaper Ads

This activity will introduce newspaper ads to students who have never used them, and review their use for students who are more familiar with them. Bring in several weeks of Sunday classified sections. Ask students to bring in copies of their local newspapers. Parents are usually happy to send copies of hometown papers.

Go through the activity in class to introduce the kinds of information given in newspaper ads. Ask students to find differences and similarities in the five sample ads, and compare the amounts of information given.

What kinds of information appear in all the ads? How can students respond to an ad when the employer does not give specific directions for a reply? How can they tell what to do?

Go through the ad analysis very carefully to prepare for the following activity, which students will do themselves. Refer to a transparency of the page, and tell students to keep their books open.

Newspaper Ad Activity

Ask students to cut out three ads from any newspaper. Suggest that they find ads for some of the short-term jobs they listed in Chapter II. Students who plan to apply for summer jobs in their home towns should find ads they can use from their local newspapers. Other students can cut ads from papers available in the classroom.

Students may work together to analyze the ads they have chosen, especially if they need help in finding information. The last column is important because it asks students to consider the jobs in light of their own skills. This aspect of career development and the job search process cannot be emphasized too strongly.

Developing a List of Possible Employers

This activity encourages students to develop and maintain lists of possible employers. Encourage students to make the list as long they like and to add to it whenever possible. Remind them that they may need to make many contacts before getting a job.

Invite a new school employee or a parent who recently changed jobs to come talk with the class. Most speakers stress the importance of being prepared with a list of places to apply, and most will emphasize the many contacts they had to make before getting the job they wanted.

At the top of their Possible Employer lists, students should list the jobs they chose for Chapter II. They should specify when they need each job and the geographic areas where they will look. Go through several listings with the class to be sure they understand the activity. Then ask for names of possible employers and work them through on a blank transparency of the list form.

Generally, it is easiest to start with an in-school job, possibly a library aide or office position. Fill out the information in class. Students may not have basic information about the school, so be prepared with the address, phone number, and contact person for the job in question.

Example: Model Secondary School for the Deaf
800 Florida Avenue, NE
Washington, DC 20002
(202) 651-5801
Ms. Kitty Goldstein, Library Aide
(Worked in library at home last summer.)

Next use information on a job from a newspaper ad. There may be gaps in the information. If only the phone number appears, the contact should be made by phone. If a name and address are given, students can find the employer in the phone book and add the phone number.

You may want choose one potential employer from the yellow pages, showing students how to look up businesses that offer specific kinds of work. Students might research jobs as camp counselors, hospital volunteers, and veterinary helpers through the yellow pages.

Of course, job leads from family and friends should also be entered on these lists. Emphasize the importance of any information that will make it easier to write letters or apply for jobs later.

Students can start working on letters of application now, but they should finish Chapter VI and complete their resumes before they start mailing out applications. Students can send resumes with their application letters or take copies along when they apply in person.

CHAPTER IV. THE RESUME

Discuss the word resume and review resume information from earlier career development courses. Ask how many students have current resumes (see the evaluation in Chapter 1). Ask how many have resumes but need to add new information--recent classwork, honors, work experience, new references, etc. Emphasize the following concepts:

- Your resume is a picture of you as a worker.
- Your resume represents you in a written form that can be sent to potential employers.
- Every resume is different and should fit the person it belongs to.
- Developing a resume helps people think about their positive characteristics and accomplishments--it is an excellent way to build self-concept. (Note that the girl in the picture is smiling.)

What is a Resume?

Go over this page and cover any points not made in earlier class discussions. Emphasize the first sentence of paragraph three. A student might say, "I've gotten jobs at McDonald's and at my mother's office, and I didn't need a resume. It isn't important." Point out why it is important.

Students often get jobs without resumes, without interviews, and sometimes without filling out application forms. Acknowledge that some adults who have worked for years may never have developed resumes. The point is that having a well-written resume to hand to a prospective employer can make a good impression and increase your chances of getting the job.

Use personal experience to help make this point. For example, Tom and his friend both applied for the same part-time job. Tom handed the manager a resume; the other boy did not have one. Tom was offered the job the next day. The manager said he was impressed with Tom's businesslike manner, especially after reading his resume.

If the class can handle more information about resumes, they might be interested in the following:

a. *Resume* is not the only word used for this kind of employment document. There may be no title on the paper at all; or it may be called a *personal profile.* Some executive search firms call it a *marketing profile* or an *employment profile.* When applying to educational institutions, you may be asked for your *Vita* or *Curriculum Vita*. All these forms may be written differently, but all are meant to give a positive picture of a person and his or her qualifications for a job.

b. Resumes may be arranged chronologically, functionally, or by skills. In the past most resumes were arranged chronologically. For a number of reasons (civil rights and women's rights movements; more older adults applying for work without past paid work experience; emphasis on career education in schools; a generally more sensitive attitude toward letting people show themselves in the most positive light) rules for resume writing are now more flexible, and a variety of resume forms are acceptable.

- o For a chronological resume, various categories of information are put in chronological sequence to fit typical application forms.
- o The functional resume highlights work experience, with categories of information that emphasize things the person can do well.
- o For beginning workers, a skills resume may be best, because the person probably lacks enough work experience for either a chronological or functional resume. Students can emphasize their interests and skills in a positive, work-oriented manner.

c. A resume can be developed in a variety of ways, but the owner must help in its preparation and be satisfied with the result.

- o There are mail-order resume writers who require only a page of information and a fee to produce a finished resume.

- You could go to an employment counselor or consultant, pay a fee, and have extensive tests and interviews. Then the consultant would develop employment materials for you.
- There are computerized resume programs that will organize and print the information and personal data you provide. (See program references in the bibliography.)

What Makes a Good Resume?

This material is self-explanatory. No matter what kind of resume the student wants to develop, these rules apply. Stress individuality and personal style in the resume. Use the examples in the chapter and keep sample resumes posted in the classroom, but encourage students to design their own, using the examples only as guides.

What Should be Included on a Resume?

This section describes the information that must be collected before starting a resume. Stress the importance of gathering all the details that might be needed; they can be sorted out as the resume takes shape. Any information students need to apply for jobs will be there and ready to use.

The categories can provide structure for collecting information, but not necessarily to indicate how it will look on the resume. Encourage students to use information they have already collected for earlier activities. They should already have listed their skills, interests, activities, employment experience, and career objectives. Students don't need to start over--they can build on work they have already done.

The "References" category may need explanation. Relate it to the personal references or recommendations students need for college applications or school leadership activities.

Resume Examples

Ask students if you can post copies of their completed resumes in the classroom. Some students may be embarrassed, but most are very proud and enjoy having their resumes posted. Having student resumes posted is also encouraging and helpful for the rest of the class.

Students rarely tease the people whose resumes are posted, or doubt the information, but are usually fascinated with the information and the way it looks. Occasionally, a very capable student will produce a sloppy resume and insist it is finished. When such students see their resumes posted with others, they may decide to work on them some more.

Use sample resumes to clarify information and to encourage questions. Be sure to include resumes of older job hunters so students can see how their resumes may look after they have more work experience and education. Keep students aware of the idea of the work life as a developmental process.

Collecting Resume Information

This section provides space for entering information by category. Stress the importance of providing complete information for job applications. Give students enough time to consult other people for accurate information and to do this section carefully.

Some vocabulary words, such as citizenship and marital status, may need to be explained. Refer students to the definitions provided for application forms in Chapter VI.

Be sure students ask permission of the people they plan to list as references. It might be a good idea for all references to initial their entries, so you can be sure the information is accurate and correctly spelled.

Deciding on a Resume Format

This page gives each student an opportunity to sketch out a resume format, then revise it until it is satisfactory.

On the next page, have students write out all their information exactly as it should appear on the resume. It can then be edited by the teacher, parents, or other students. They should feel free to use as many pages as they need for this rough draft. Remind students to check their spelling and abbreviations on this draft of the resume. The edited copy should be _exactly_ as it will read after typing.

Many students prefer to type their resumes at this point, rather than filling out the model. That's fine, as long as they understand that after the resume is edited it will probably have to be retyped or corrected on the computer.

What's Next?

This is another self-evaluation page. Ask students to look at their resumes and evaluate them honestly. Holding up the resume and looking at it from a short distance may encourage objectivity. Suggest that students answer the evaluation questions themselves, then get the opinions of parents or other students or adults, if they like, before making final revisions.

Typing the Resume

Go through the listed steps and modify them to fit your class. Emphasize the importance of careful proofreading, to minimize frustrating corrections. Word processing is great if it is available. Students are less likely to be frustrated if they do not have to rely solely on their typing skills. Stress the suggestion in the first paragraph and list options for having resumes and other papers typed.

At this point in the course, students should have permanent folders, labeled with their names and the words *Employment Portfolio*. They should keep all their employment papers in their portfolios, make sure they are current, and use them for job searches in the future.

CHAPTER V. EMPLOYMENT LETTERS

Discuss the chapter illustration and the task of assembling letters and resumes to send to possible employers. Try to get students to talk about their experiences with letter writing--either to family and friends or for business purposes. This may help you identify students who need extra attention.

The introductory page reviews previous work, connects it with this chapter, and defines what will be expected of students.

Types of Employment Letters

This chapter covers letters related to the job search--letters of application, follow-up letters, and letters to accept or reject employment. The chapter does not cover business letters that might be written as part of a job.

Although they may have worked on letter writing in English classes, most students need a review at the beginning of this chapter. How much time you need to spend on review will depend on the class. This is a very simple presentation of letter writing. You may want to discuss variations in form--block, modified block, etc. Have sample letters posted in the classroom for illustration and discussion.

A simple, three-paragraph model is used. This is complex enough for most students with little letter writing experience. Use any letter writing model that is familiar to you and your students. Experienced students may write much more sophisticated letters, but remind the class that business letters should be brief and clear.

Go through the three types of letters presented. Use examples from the text and samples posted in the classroom. Writing one letter together as a class activity may help students understand the task better. Use the blackboard or a transparency. Pick a sample job and develop the three paragraphs based on suggestions in the chapter. This is also a good opportunity to review the parts of a letter.

Writing Good Employment Letters

The rules for writing good letters will be obvious to many students. Go through this section briefly with the class, or assign it as homework and ask for questions the next day. Later, as students develop their own letters, they can refer to these pages for review.

Sample Letters

The samples include two sets of letters. They are the kinds of letters that might be written to apply for summer jobs. They cover various follow-up possibilities, including both acceptance and rejection of job offers. It is usually helpful to go through one series of letters in class to show students the whole process of applying for jobs by mail.

This is a good opportunity for students to share their past experiences with letters of application. Some students may have stories to share with the class. This discussion can lead to good questions and clarify letter writing problems.

My Sample Letter of Application

When you are confident that most of the class understands the process, assign students the task of developing their own sample letters of application. Some students will be able to proceed independently and need only editing help before they are ready to type their letters. Other students will need guidance through the process. You might ask students to pair up and help each other, if they work well that way.

Stress individuality. Each letter should fit the needs of the student and the situation. Occasionally a student may give the teacher a letter to edit that is a copy of one of the sample letters. Discuss the letter with the student tactfully, to be sure it meets his or her needs. Help students understand the need to make sure their employment letters are based on their own situations.

The body of each letter should stress student skills that will fit most jobs they are applying for. Then the letters will need fewer changes to be used for different employers. Be strict with the editing of the letters. It is less frustrating to edit before than after letters are typed.

Steps in Preparing Your Letters of Application

Go through these steps, but modify them to fit your class. If word processing equipment is available, it makes letter writing much easier. The body of the letter and names and addresses of employers can be entered in the computer. Then finished copies can be printed neatly and easily.

Some students may do their letters in typing class. Others prefer to get help from family members. Set a deadline, and encourage students to type as carefully as they would in a true job search.

Students who send out as many as 10 letters will usually get several responses. Encourage students to share their responses with the class. Students are usually very excited to receive formal business mail. Even if they have no summer work available, potential employers usually praise students for taking the initiative to seek jobs.

Some students will get interview appointments, application forms, or requests for further information. Ask them to keep the class informed about how they respond. Class discussion can help students think through the next steps in the job search. This activity leads into the next two chapters, dealing with application forms and interviews.

CHAPTER VI. APPLICATIONS AND OTHER FORMS

Discuss the chapter illustration in terms of students' feelings about filling out forms. Terms like long, boring, exacting, and repetitious usually crop up in the discussion. Some students may be in the process of filling out college or VR applications, and others may have direct experience with job applications.

Explain that the class will learn about application forms and interviews while waiting for responses to their letters of application, mailed out at the end of the last chapter. Then students will be ready to accept interview appointments and fill out application forms sent by prospective employers.

Employment Applications

This section introduces forms and explains why they are important. Some points made here include:

- Forms permit companies to compare applicants on the same information.
- A correctly completed form shows prospective employers that the applicant can follow directions accurately.
- It is important to learn to fill out forms accurately. Similar forms are used to apply for jobs, college, training programs, and extracurricular activities.

When Do You Fill Out Application Forms?

Role play may be helpful in making sure students understand application forms and how they are used. Two people can volunteer to play the applicant and a receptionist, acting out various ways to get application forms, fill them out, and hand them in.

How Do You Fill Out Application Forms?

No matter how much you stress careful reading of directions, some students will plunge right in and start writing on tests, doing class projects, or filling out applications. Repeat it again, however, in hopes of helping students avoid frustration later.

Remind students that they have already collected most of the personal and employment information they need for application forms. Some of the information they collected but did not use on their resumes will be needed for application forms. Go through the instructions with the class, if necessary. If most of your students work well on their own, emphasize completeness, accuracy, and honesty and let them go ahead with the forms. Some students will probably need more help.

Parts of Application Forms

The next three pages provide vocabulary that is likely to appear on application forms. Depending on class reading levels, you may want to review each vocabulary term, go through the material and answer questions, or assign this section as independent reading. Tell students they will use these pages for reference during the rest of Chapter VI.

Sample Application Forms

The samples range from simple to complex. Each sample uses the same student information so you can compare the ways information is used. For example, point out that education is listed differently on the various forms, and that some information may be required on one form but not on others.

Make transparencies of the forms and go through anything that is not clear to students, encouraging questions.

Application Form Practice

Student approaches will vary greatly in this activity. Some students will use the resources they have already collected and do a rapid, accurate job on their practice forms. Others will forget to use their resources, or may work very slowly. Offer help as needed.

Pairing up students to help each other can be very effective. Have extra forms available for classroom practice. Include forms from your school's personnel office and from your local or state government.

Page 19 of the student book encourages students to ask questions, but if students begin asking about each item, remind them to use the vocabulary and definitions provided at the beginning of this chapter.

Point out that the secretary or receptionist in a business office will be happy to answer one or two questions, but has other work to do.

Application Form Evaluation

Ask students to complete this page as a self-evaluation. Then have them exchange their best application forms and evaluate each other's work. It may help to make a transparency of one blank form and fill it out in class, with students providing the information. Students can evaluate their completed applications at the same time.

These approaches seem to be more helpful than simply correcting forms, grading them, and handing them back. By the end of this activity, every student should have at least one perfectly filled out application form to keep for future reference.

Other Employment Forms

This page explains some other forms connected with employment. Students are asked to fill out Social Security card applications and discuss other forms. Filling out the Social Security form gives the class an opportunity to talk about benefits, retirement, SSI, and other government programs. It also gives students additional practice in reading and following directions.

Supplemental Activities

Sections on pay forms, tax forms, and telephone books (pages 77 through 80) are offered as separate activities. They work well as substitute lesson plans. They are relevant to the course and can be related to ongoing classwork with little difficulty. If you file substitute lesson plans at the beginning of the semester, these activities can help substitute teachers make good use of class time.

If you do not use these activities for substitute lessons, then do the phone book activity with Chapter III, as already suggested, and do the pay and tax activities with this chapter or Chapter VIII.

Summary

This page reviews the work to date and previews Chapter VII.

At least once a week, take time for class discussion and sharing of any responses that are being received to letters of application. These discussions help make the job search process more relevant to students. Students who have not yet received any responses can learn from the experiences of others. In their later job searches, students will remember and use the processes followed in this class.

CHAPTER VII. INTERVIEWING

Introduce the topic of the job interview. Ask students to share information about any job interviews they may have had. A few students may have interviewed for school leadership positions, student groups, or jobs as peer helpers. Try to clarify students' feelings about interview situations.

Many resources are available to helping students understand interviewing--films, videotapes, resource kits, etc. The Gallaudet College TV library has a series of signed and captioned videotapes, made by the counseling center, that show examples of good and poor job interviews. There are also captioned films and print materials that provide structured interview practice.

Some materials are listed in the bibliography that introducts the student materials. However, almost any school or public library will have practice materials with good ideas for interview role plays.

Practicing Interviews

While the class works on this chapter, be sure each student has a chance to practice or role play interviews. The interview situation is unfamiliar to most students. Set up a realistic situation with an applicant, boss, receptionist, and interpreter. Let every student play all four roles so they understand the dynamics of the situation.

Many deaf students do not know how to use interpreters, or how to explain the presence of an interpreter to a hearing interviewer. Videotapes and films can be helpful, but practice seems to be the best way for students to learn how to handle this kind of situation.

Encourage student applicants to "apply" for jobs that they want during the semester or for next summer. Then they can practice giving real answers in preparation for actual interviews. The student playing the role of the boss should improvise questions and answers to fit the applicant's choice of job.

Practice interviews can be videotaped and played back for evaluation, if that is convenient. Student participants should evaluate their own interviews--how they felt, their strengths and weaknesses, what they might have done differently. Depending on the size of the class and the openness of discussion, you may want to have students use rating forms to evaluate each other's interviews.

Most of the topics covered on videotapes or films are also covered in the chapter, but seeing and practicing examples helps to reinforce the information. Among the main topics are preparing for the interview, researching the company, knowing oneself, typical interview questions, body language, communication, appearance, and work experience.

Go over page 141 or assign it for reading, then ask questions. This page sets up the expectations for the chapter.

Employment Portfolio Checklist

Because students will take their employment portfolios with them to interviews, this checklist provides a way of reviewing materials and making sure everything is ready. If anything is missing, there is time for the student to add it. Some items will not be ready for the portfolio until after students have completed Chapter VIII.

Preparing for the Interview

The next three pages suggest ways to prepare students for interviews. Go through them with the class. Most of this material requires only class discussion. Again, sharing experiences works well, because students can relate to each others' real life experiences.

Interview Procedures

Students with limited work experience may not understand the importance of the interview. They may not feel that they need to practice interviewing because "I didn't need all that for my job." Usually a few students are familiar with their parents' companies, and can verify from experience the more formal procedures required by larger companies.

Getting Through the Interview

This section deals with the interview and what to expect. It may be helpful to use this material in connection with a videotape or film. You may want to go through the text first, then show the film, then review and discuss the material again.

These pages should be studied before the practice interviews, to help in student preparation. Students might pair up to practice asking and answering the questions at the end of the section, giving each other feedback on the accuracy and clarity of their answers. This can help them develop their own answers.

Be available during this activity to help students who need more attention. Some students will begin by giving very short, vague answers. Encourage the student playing the interviewer to ask for clarification or more information. Make students take time to do this well. Suggest that they make notes on the pages to remind themselves of good answers and ways to respond during the practice interviews.

After the Interview

Students generally have no experience or understanding of how to follow up an interview. Work experience for most high school students has not been this formal. Use class discussion and examples from your own experience. Later, as responses come in from employers, you may be able to make the material more real by having the class work through the follow-up procedures with students who go on interviews.

Evaluating one's own performance in the interview is the main message of this page. If the student doesn't get the job, is it because of the interview? The other material in this section can be used for reference at any time, but it is important for students to see the interview and to continue evaluating their own performance in the context of the whole job-search process.

Interview Checklist

Go through this checklist before the practice interviews. Use it again after role playing in class, and ask students to evaluate their performances. Remind them to keep this list in their employment portfolio to review before any future interviews.

Sample Interview

This very brief sample interview can provide a stimulus for the role play interviews. It can be acted out by a student and the teacher or two students. Many classes will not need this example.

Who Would You Choose?

This activity uses sample interview situations to clarify the employer's point of view, and to suggest how interviews can be evaluated. There are no right or wrong answers, but the way students explain their answers is important.

Students might do this activity for homework, then discuss it in groups the next day. Important discussion topics include goals, interests, reasons for working, preparation, and interview behavior.

Review Questions

This page reviews some concepts that may need additional reinforcement, especially questions 1, 3, and 4. Questions 2 and 5 call for personal responses.

Summary

Where are individual students in the job search right now, and what can they expect to accomplish in the final chapter of the book?

CHAPTER VIII. WHAT NEXT?

Ask students what the chapter illustration means to them. Touch on the following ideas in the discussion:

- Career development and the job search are processes that continue throughout everyone's working life.
- People have many decisions to make about employment.
- Everyone has long and short-term goals, for education, part-time jobs, and permanent jobs.

Accepting a Job

Introduce this topic by setting up a hypothetical situation in which a student has applied for several jobs and received two or three job offers. Have the class brainstorm a list of things the student should consider before deciding which job to accept.

Make sure students understand why it is important to consider a variety of things before making job decisions. Emphasize that some things will be more important than others at different times and in different situations.

The First Day on the Job

Ask students who have had jobs what they remember about their first day at work. Ask about their feelings as well as the procedures they encountered. Common feelings might include fear, nervousness, being afraid to ask questions, not understanding communication and being unsure of what to do, and gratitude for understanding and help.

Go through the chapter and clarify any information that is not clear. You might talk about your own first day at this school as a teacher. Students may know some of the people you met and be able to identify with the situation. Be discreet here, of course.

Company Policies and Regulations

Stress the importance of listening, asking questions, getting rules in writing so you can remember them, and finding out where to go for answers to later questions.

Emphasize the importance of knowing and following company rules. Give examples of how small things can create problems among people who work together.

Things that can cause problems for students on the job might include:

- Smoking in non-smoking areas.
- Not following the rules for turning in time cards, and therefore not being paid on schedule.
- Taking too long for coffee breaks or lunches.

Most classes seem to have a few students who can share experiences like these--using themselves or other workers as examples. This reinforces the importance of knowing and following rules. For some students, you may need to relate work rules to school and family rules and the consequences of not following them.

Employment Forms

This list presents only a small sample of forms that might be encountered in work situations. Some of these forms are only used for permanent employment, not for summer or temporary jobs. Only the tax forms are required for almost all jobs.

You may want to have students fill out the forms on pages 6 and 7, but that is optional. You might get copies of real forms from your personnel department and let students work with those. By now you should be able to judge whether students need additional practice.

Responsibilities of the Employer

It is important to discuss and clarify the information on this page in class. Most students have a superficial grasp of some of the information. Ask students to share their related experiences.

Point #5 is often misunderstood. Some career development programs require work experience, with evaluations from outside employers. Occasionally, students who think they are doing good work are upset at receiving unsatisfactory performance evaluations. Other students in class may be able to help discuss and defuse this situation.

Help students understand that it is important to know how well they are doing while they are employed, not only after the job is finished. Many deaf students report that supervisors seem to be afraid to try to communicate with them, so the students have no idea of what the supervisor wants them to do or thinks about their work.

Role playing situations of this kind can help students handle these problems as they arise. Point out that feedback is important to learning and growing. Relate work evaluations to classroom grades. Workers don't get grades to indicate how they are doing, but regular feedback and evaluations can help them become better employees.

Responsibilities of the Employee

Discuss this information and clear up any misunderstandings. It is helpful to begin by asking students about their responsibilities at work. Then define or explain any words that are not clear and fill gaps in the discussion. Be sure students understand such terms as initiative, courteous, able to accept criticism, and loyal.

Employment Situations

These activities encourage students to use higher level thinking skills and to synthesize information on employment. If the class has difficulty with these activities on paper, use them for role plays. Leave the situations open-ended and ask students to act out or brainstorm good answers to the questions.

Of course, there are no right or wrong answers. Students do need to understand the problems and come up with viable solutions.

This is a good activity for small groups. Assign one situation to each group and have them report their solutions to the class, so everyone can benefit from their thinking. Some students may be able to contibute work situations from their own experience. See if the class can come up with better solutions than what really happened.

Summary

This brief summary statement again defines the job search as a process that will continuue through the students' lives. Stress the importance of keeping employment materials together and in good condition so they will only need to be updated in the future.

Go through the class and ask students to report on future plans. Compare them with the plans they discussed at the end of Chapter 2. Are their long and short-term goals still the same? Has anyone gotten a job during the semester? Review what students have learned, and how they can use it.

Supplemental Activities

If the class has not already done the supplemental activities on pay and taxes (pages 79 and 80), introduce them at this time.

CHAPTER IX. SUPPLEMENTAL ACTIVITIES

Directory Activity

This activity can help students get better acquainted with telephone and zip code directories. It may be assigned to the class, or only to students who need it. The activity uses one page from the white pages, one from the yellow pages, and two from the zip code directory.

All the information necessary for the activity is included in the handout. Directories should be available in the classroom to use for examples and references. The answer key follows:

White Pages List

1. Name of the person or company.
2. Azeeze, Bache
3. 16811 Oakmont Avenue
4. Gaithersburg
5. No (the town is given and it is a DC book)
6. No

Yellow Pages List

7. Kind of business done by the company.
8. 4920 Niagara Road, College Park, MD
9. Said Office Systems
10. Computers, concrete
11. 1517 Mt. Vernon Avenue, Alexandria, VA
12. No
13. From the zip code directory or a zip code map.

Zip Code State List

14. Virginia
15. 22712
16. Fauquier
17. No
18. Only the first three numbers are given. Smaller areas are listed together.
19. VA
20. Under City of Alexandria

Zip Code Street List

21. Yes
22. Alexandria, VA
23. 22308
24. 22311
25. Yes
26. 22305
27. 22312
28. 22301
29. Yes

Tax Forms Activity

The materials for this activity should be self-explanatory. Sample tax forms used for federal and state taxes are provided, with the District of Columbia form used as an example of a state form. You will want to get copies of the forms used in your own state, and to post forms from students' home states in the classroom.

Go through the forms with the students as necessary. Transparencies make it easy to do this. If possible, invite someone from the school payroll office to come to class and answer questions about the forms.

This activity should lead to a worthwhile discussion of taxes, why people pay them, and how they are used. Ask students to imagine what their city, state, or country would be like without tax revenues.

Class discussions of this topic are usually lively and interesting. Students tend to connect taxes with the economy, unemployment, and human services, as well as with public services such as fire and police protection, road construction, and schools.

Pay Activity

This activity is optional, to be used if students have not dealt with it elsewhere. If the idea of pay for work is adequately discussed in other career development, consumer math, or economics classes, it may not be necessary to go over it again here.

The first three pages include very basic information and simple problems related to figuring pay. This is enough coverage of the topic for some classes, but others may find it too simple.

The last three pages require more thought and discussion about how rates of pay are determined, and why they vary with different jobs. Many students enjoy working through the situations. This activity can trigger interesting discussions about equality and fairness, whether pay is based on real or superficial values, and other concepts.

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